DOCUMENT RESUME

ED 151 591 08 CE 015 358

TITLE Career Motivation: An Integral Part of the Existing Curriculum. A Handbook for the Primary Grades.

INSTITUTION Ashland County - West Holmes Joint Vocational School District, Ohio.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

PUB DATE Apr 75

NOTE 238p.; The Guide for Field Learning Experiences at the end of the book may not reproduce well due to poor print quality

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.

DESCRIPTORS Behavioral Objectives; *Career Awareness; *Career Education; Career Planning; Decision Making Skills; Economics; Educational Programs; Evaluation; Fused Curriculum; Individual Development; *Learning Activities; *Motivation Techniques; Occupational Information; Primary Education; Resource Guides; Resource Materials; Teaching Guides; Vocational Adjustment

IDENTIFIERS Ohio (Ashland)

ABSTRACT

Intended for primary teachers who wish to incorporate career motivation activities into the existing curriculum, this handbook contains thirty-six teacher-developed career motivation units designed to be an integral part of the existing elementary curriculum. Embracing many different occupations and professions, the units are developed around the following seven developmental areas: individual and environment; self; world of work; economics; education and training; employability and work adjustment; and career decision making. Each unit has a similar format, which contains the basic concept of the lesson, developmental objectives, behavioral objectives, related subject areas, suggested learning activities, materials and resources, and evaluation. A list of career motivation instructional materials and a guide for field learning experiences and resource persons in the Ashland, Ohio, area are appended. (BM)

****

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

****

ED151591

CAREER MOTIVATION:

AN INTEGRAL PART OF THE EXISTING CURRICULUM

A HANDBOOK FOR THE PRIMARY GRADES

Ashland County - West Holmes
Joint Vocational School District
Ashland, Ohio
April, 1975

A Project Funded by Title III

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jack Ford
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 015 358

FOREWORD

This project in Career Motivation is an attempt to bring information to elementary students about careers. By supplying broad ideas about opportunities available to the students, it is hoped that when career choices are made, good decisions will be reached.

The effects of the project will not be known for sometime. However, the project has shown us several things. Teachers have once again shown their dedication and creativity. To take a concept as broad as Career Motivation and weave it into an existing curriculum was a tremendous undertaking. Teachers have done just that, demonstrating their ingenuity and their desire to assist young people.

The teachers have also shown their willingness to help one another in the project. That willingness has crossed district boundaries allowing people from all five of our school districts to work together to solve common problems.

Although we are indebted to Dr. Blue and his staff, we are especially appreciative of those teachers who have worked so hard and sacrificed so much to make this year a success. If Career Motivation continues to thrive in our districts, it will be a tribute to these most professional people.

John E. Camp
John Camp, Superintendent
Mapleton Local Schools

Richard E. Maxwell
Richard E. Maxwell, Superintendent
West Holmes Local Schools

Kenneth W. Harris
Kenneth W. Harris, Superintendent
Ashland City Schools

Ben Shaver
Ben Shaver, Superintendent
Ashland County Schools

William J. Hartnett
William Hartnett, Superintendent
Ashland County - West Holmes JVS

Edward L. Swartz
Edward L. Swartz, Superintendent
Loudonville-Perrysville Schools

Robert Lee
Robert Lee, Superintendent
Holmes County Schools

Gene A. Yeater
Gene A. Yeater, Superintendent
Hillsdale Local Schools

INTRODUCTION

The contents of this handbook is the result of the combined efforts of many people consumating over a year of work in a Title III Project. The materials presented are units of work created by teachers of the Ashland County—West Holmes Joint Vocational School District. Each teacher in the project submitted two units for this handbook having first used them with their classes. Designed to be an integral part of the existing elementary curriculum, the units embrace many different occupations and professions—all of which are located in the local communities of this school district.

In a handbook such as this, it is impossible to treat all the occupations or professions which exist. While no effort was made to intentionally delete any careers neither was there an effort to cause children to make an occupational decision as the result of their exposure to the contents of this handbook.

While some of the units presented may embrace a career or occupation more than once, there was no effort to guide teachers into making their selections. Instead, the units are based upon the interest and suitability appropriate to the needs of their respective classes. It is intended, however, that the contents of this handbook will lend itself to teachers anywhere who wish to incorporate Career Motivation into the existing curriculum.

The seven developmental areas of Career Motivation which include: (1) individual and environment, (2) self, (3) world of work, (4) economics, (5) education and training, (6) employability and work adjustment, and (7) career decision making are well represented in the works of the writers.

Each of the teachers whose name appears in the list of acknowledgements, met for one week during August of 1974 to begin their introduction and orientation to Career Motivation. Two additional workshops were conducted during the school year during which time ideas were exchanged among the participants.

It is the desire that the ideas presented in this handbook will be as worthwhile to those who use them as it was for those who prepared them, for they have realistically demonstrated that Career Motivation can make a difference—and it was fun!

Marion E Blue

Marion E. Blue, Ph.D.
Project Director, Title III

ACKNOWLEDGMENTS

To give proper credit to the many persons who have contributed to this handbook would be endless. To those who have contributed by offering their talents or facilities to the pupils in the project, special thanks is given.

Mr. Frank Scott, Program Consultant of the Division of Planning and Evaluation of the Ohio Department of Education, has provided valuable assistance and support.

Mrs. Betty Arend of the Erie County Schools and Mr. James Strayer of the Morrow County Schools have rendered a valuable service by offering their constructive advice. Evaluators of the project, Mrs. Carlene Tondryk and Dr. Jerry Noblitt of the Ohio Vocational Center have offered evaluative guidance to strengthen the crediability of the project. Mr. David Cardwell, who conceived and authored the original proposal for the project deserves special recognition. The project staff wishes to acknowledge members of the Community Communications Council, who provided leadership and support throughout the year.

Gratitude and appreciation is extended the local superintendents, principals and Boards of Education, along with the Ashland County—West Holmes Joint Vocational Board of Education, under the leadership of Superintendent William Hartnett, for their interest, support, and sustained cooperation.

Credit for the cover belongs to Mrs. Lucinda Pyers, a teacher in the project and member of the West Holmes teaching staff. Other art work in the handbook was created by Miss Tommi Farley, a student in drafting at the Ashland County—West Holmes Joint Vocational School.

The monumental task of typing materials in this handbook was done by Mrs. Barbara Miller, assisted by Mrs. Pat Chapman. Their willingness to work late, and their patient deligence in the task is genuinely appreciated.

For their thoughtful expertize in working with teachers as well as for their work which involved much imagination, tributes are given the resource teachers—Mr. Gene Bowman and Mrs. Esther Zaffiro.

The creativity and imagination of the contents of the handbook belongs to the elementary teachers listed below. Without their zest and desire to embark upon new and worthwhile changes, Career Motivation in the Ashland County—West Holmes Joint Vocational School would not have begun successfully.

Kathy Adams
Cheryl Austen
Virginia Babcock
Betty Bartel
Cynthia Beck
Ruth Blue
America Bon
Esther Dalton
Harold Deaton
Deanna Draper
Katherine Draper
Linda Draper
Melinda Eliot
Carol Fabry
Timothy Fensch

Celestia Harbour
Connie Hoblet
Shirley Jacobs
Deborah Kiste
Joyce Kiste
Sandra Lewandowski
Carol Lloyd
Joyce Mathews
Robert McCarron
Delaine McGhee
Norma McKinley
Phalla McKinley
Audrey Miller
Vicki Morrison
Blanche Ogle
Karen Swinehart
Carolyn Hancock
Margery Webster

Pamela Paine
Douglas Plank
Lucinda Pyers
Charlotte Smith
Marjorie Smith
Bruce Stambaugh
Neva Stambaugh
Tamara Tucker
Eileen Wachtel
Jackie White
Jane White
James Wise
Mary Wise
Rebecca Wolleson
Jean Ziogas

SUGGESTIONS FOR USING THIS HANDBOOK

Career Motivation as used in this handbook is intended to be an integral part of the existing elementary curriculum. The units in this particular handbook specify that they have been written for primary or intermediate grades. However, teachers who examine both handbooks may find some of the materials to be suitable for use at either level. In like manner, a unit suggested for use at the primary or intermediate level might possibly be too elementary or too advanced and would, therefore, not be suitable for an exact grade level. Therefore, teachers are requested to examine both the Primary and Intermediate Handbooks in order to develop some topics more completely.

A second suggestion deals with the media list. A real effort has been made to classify each film, filmstrip, puzzle or game according to the best age group. However, the individual teacher should preview the materials in order to determine the suitability for the intended class.

The appendix contains a Guide for Field Learning Experiences. As with any list, companies change their policies, staff changes arise, and other factors come about. Teachers should make the necessary contacts and arrangements well in advance in order to receive maximum benefit. An advance visit by the teacher to such locations will do much to insure a successful field learning experience. Also in the appendix is a list of people who help others. This list, too, is subject to change. Teachers are urged to contact any of these people well in advance in order to clarify what is desired of the resource person and to learn of any special needs or arrangements.

While this handbook contains much material there is, of course, the possibility that some of the Related Subject Areas may not always need be included in each of the units. When teachers use their ingenuity, they will discover much excellent material. The authors of the units hope others will find the materials stimulating and useful.

TABLE OF CONTENTS

Animal Care ---- 1
People Who Work with Animals ---- 5
I Like To Be Me ---- 8
How About Me? ---- 14
Getting Along with Others on the Job ---- 18
Five Senses ---- 21
Self-Pride ---- 30
Child's Self-Involvement ---- 33
Dental Health ---- 40
A Visit to Dentist Denny ---- 44
Work Families in the Community ---- 47
Emergency Workers ---- 55
Community Helpers ---- 57
Learning about the Hospital ---- 61
Librarian ---- 64
Television ---- 66
Keep on Truckin' ---- 69
Transportation ---- 74
Learning about Carpentry ---- 78
Workers Who Build Houses ---- 82
Workers Long Ago ---- 84
My Job at School ---- 98
The Bakery ---- 102
Meet Mr. Baker—the Businessman ---- 105
Time to Eat ---- 109
Let's Go Grocery Shopping ---- 113
The Post Office ---- 118
A Trail of Appleblossoms ---- 122
A Case of the Green Thumb ---- 126
A Tree Is Very Special ---- 132
Dairy Products from Farm to Home ---- 136
My Carton of Milk ---- 146
Farming—How Our Family Gets Food ---- 150
Farming and Me ---- 155
It's Fall—There's Work To Be Done ---- 158
At the Fair ---- 162

APPENDICES

Career Motivation Instructional Materials ---- I - XXII

Guide for Field Learning Experiences and
Resource Persons

Animal Care Primary

Concept

People work for different rewards and satisfaction.

Developmental Objectives

To develop an awareness of the need for animal care.

To acquire a knowledge of the various personnel involved in animal care.

To create an awareness of expenses involved in caring for animals.

To acquire an appreciation for animals and their special needs.

To develop an awareness of safety factors involved in caring for different types of animals.

To develop an awareness of the interrelationship between humans and other animals.

Behavioral Objectives

Given a specific animal, the student will be able to list a person who is responsible for its care, with 100% accuracy.

Given a list of 10 animals, the child will be able to place them in their categories and name the person who would care for them, with 100% accuracy.

Given a game of Concentration, the child will be able to match the case to the proper helper, with 100% accuracy.

Given a list of animal helpers, the child will be able to identify orally the duties of each, with 80% accuracy.

Given pictures, stories, poems, and charts, the child will be able to reconstruct a booklet correctly showing the three categories of animals and their needs.

Related Subject Areas

Health, safety, science, language arts, math, social studies, art music and social involvement

Suggested Learning Activities

a. Show filmstrips of pets and farm animals, zoo and circus animals, and wildlife.

b. Draw pictures of own pets. Name ways we must care for them.

c. Discuss the environment of animals and the people that make possible the living accomodations for these animals.

d. For display purposes, place a table in front of a bulletin board. Designate the following three categories for animals and illustrate with snapshots, magazine pictures, etc. List the main helpers for each category.

a) Domestic (pets) and farm animals
b) Zoo animals and circus animals
c) Wildlife

e. On the table place pictures of tools that are used to care for these animals.

f. Divide children into three groups and give each a box to make scenery and animals belonging in the category given to them. Draw a picture of caretaker in appropriate uniform to stand above the respective boxes.

g. People who care for animals may be invited to speak and answer questions:

e.g.

Veterinarian
Blacksmith
Groomer
Forest ranger
Circus manager
Breeder
Farmer
Trainer of any kind
Zoo director
Member of Humane Society

h. Write letters of invitation and/or thanks to your resource people.

i. Field trip to dog pound, Mohican State Park, zoo, circus, petting farm, or to place of work of your resource person.

j. Discuss the safety of these workers. Draw pictures and label the safety factors.

k. Make faces of animals; cut slits in the mouths so children can pull through a list of helpers who care for that animal.

l. Learn to spell one helper's job title to add to the spelling list each week.

m. Make booklets from stories, poems, and pictures created by the students.

n. Make charts showing the expenses involved in caring for their own pets, for a week or a month. These may be added to the booklet.

o. Television programs about animals may be seen through the unit, depending on times used.

p. Play Concentration by matching a case where an animal would need help to the person who could help and how.

e.g.	A dog is being beaten.	Any person can call the local Humane Society

q. Either groups or individuals may choose an animal from one of the three categories. Use the encyclopedia and other books to find out about the animal.

Suggested activity for movie
1) Show where and how the animal lives.
2) How is the animal protected?
3) Who helps to protect it, etc.

r. Prepare slides of helpers who care for animals.

s. Get involved in clubs associated with animals. Set up a club in the classroom.

t. Make one scrapbook about animals, their needs,and those who care for the animals. Contribute to school library.

u. Talk about extinction of animals. Make slogans and then make posters to go with the slogans. Place these in the hall, so that others may become aware of the conservation theme.

v. Animal stories may be brought to life by making puppets.

w. Songs such as "Old MacDonald" may be sung.

x. Plot wildlife locations on maps of United States.

Materials and Resources

Television Programs from WVIZ:

"Animals Need You"
"Safety With Animals"
"Animals and People"
"Science Is Discovery"
"Animals With Mobile Homes"
"Animal Crackers"
"Animal Words and Cells"

Filmstrips:

- Farm Animals and Pets, SVE A461-3C
- Problems of Wildlife Today, SVE A429-6C

Books:

- Poetry dealing with animals
- Favorite animal books

Materials Used:

- Boxes
- Colored paper
- Table
- Bulletin board
- Tools for animal care
- Envelopes
- Scrapbook
- Magazines
- Concentration board
- Maps
- Tagboard
- T.V. box
- Writing paper

Evaluation

Observe their concentration game to see if they can correctly match the helping person and a particular animal.

Check the booklet that the children make.

Quiz: a list of 10 animals will be given. The children will place the animal in the correct category and name the person who would care for it.

Ditto pictures of two helpers from each category. (The students should be able to identify the helpers through uniform or tools they have.) The children will list duties of the helper.

People Who Work with Animals Primary

Concept

Individuals differ in their interests, abilities, attitudes and values.

Developmental Objectives

To build upon the interest of most children for animals.

To develop an awareness of the many occupations in which people can work with animals.

To become aware of the various types and degrees of training needed for each occupation in this area.

To show students that occupations exist in those areas of individual interests.

Behavioral Objectives

Given this unit of study, students will name, with 100% accuracy, five occupations dealing with animals.

Upon completion of a field learning experience to the zoo, children will create a mural showing at least three (with no errors) zoo workers performing their respective jobs.

Upon completion of a field learning experience to a veterinary clinic, children will list three things that veterinarians do to care for animals, with 100% accuracy.

Given this unit of study, children will draw with 100% accuracy, pictures of four animal workers doing their special jobs.

Related Subject Areas

Art, music, social studies, language arts

Suggested Learning Activities

a. Discuss the two main categories of animals -- wild animals and pets, and how they differ.

b. Create a bulletin board showing pictures of the two categories of animals.

c. Display pictures of wild animals and discuss what makes them wild, where they live and what they eat.

d. Discuss zoos, why we have them, the pros and cons of zoos, and what workers are needed to care for the animals.

e. Make a mural depicting each zoo worker doing his/her job.

f. Visit the zoo, observe and talk with the different zoo workers to find out what their jobs are and what training is needed.

g. After the field learning experience, children may write stories about one or more of the zoo workers: why he chose his job, his training, what he does, and how he likes it.

h. Learn songs about different animals and/or the zoo.

i. If possible, have a zookeeper visit the room and explain the workers involved in getting animals for the zoo.

j. Discuss what animals make good pets, what pets the students have, and why they were chosen.

k. List and tell about as many people as possible that can help care for a pet. Example -- veterinarians, groomers, people who board pets, dog walkers (in the city), trainers, judges for pet shows, and any others the children can think of.

l. Have a pet show in the room, with those children without pets acting as judges.

m. Have a local veterinarian visit the class and discuss his/her job and education required for it.

n. Visit a veterinary clinic to see the other people and equipment involved in the medical care of animals.

o. Have children draw imaginary pets that they would like to have.

p. Use resource people as suggested in *k* to visit the classroom and discuss their jobs and the training required.

q. Make a slide presentation of people who help care for animals.

Materials and Resources

Veterinarian
Zookeeper
Veterinary clinic
Zoo
Any people who work with animals
Pictures of animals
Any available films

Books:
- *Shirley Visits the Zoo*, Belle F. Benchley
- *Animal Doctors, What Do They Do?*, Carla Greene
- *I Want To Be a Zookeeper*, Carla Greene

Evaluation

Evaluation will be done on a continual basis by observation of student response during the unit. Also, the behavioral objectives will be used for evaluation.

I Like To Be Me Primary

Concept

All people are similar, yet each person is unique.

Persons need to be recognized as having dignity and worth.

Developmental Objectives

To be able to name and locate body parts.

To develop an understanding of the functions or uses of specific body parts.

To be aware of some of the things which make us look different.

Behavioral Objectives

By participating in this unit's games and activities, the children will be able to name and locate body parts, with 100% accuracy.

After playing action games and taking part in other activities in the unit, the children will be able to name the body parts needed to perform various actions, with 100% accuracy.

After dressing the cut out figure and finding clothing pictures in magazines, the children will be able to tell which body part the clothing is for and why it is needed, with 100% accuracy.

Upon completion of the activities of this unit, the children will be able to draw rough pictures of themselves, with at least 90% accuracy, as to body parts, hair color, and other identifying physical features.

Through participation in the activities of this unit, each child should be able to tell what makes him like other children, and what makes him different.

Related Subject Areas

Language arts, math, science and physical education, art, music

Suggested Learning Activities

a. Using body parts (body, neck, head, arms, legs, hands, feet, ears, eyes, nose, mouth) cut from light cardboard, let the children take turns adding one part at a time till the figure is completed. Parts may be taped to the chalkboard, or small magnets may be attached to the backs of the pieces. This activity can be in the form of a game. Have the children note the number of body parts: 2 arms, 2 legs, 1 head, etc.

b. After the children start to become familiar with the body parts, let the children take turns arranging all the pieces to form the figure individually.

c. Put the figure together on the chalkboard. While the children hide their eyes, take away a body part. The children can then look to see if they can tell what is missing. Increase the difficulty of the game by taking two or three parts at a time. This game can be varied by interchanging body parts, or by putting body parts on the wrong way.

d. Sing "Head, Shoulders, Knees and Toes," touching each body part as it is named. On verse two, hum for "head," verse three, hum for "head" and "shoulders," and so on till whole song is hummed. Motions are carried out for whole song for all verses. This song is good as a memory game, and can be used for a physical education activity.

e. Sing the "Is Not" song and others. (Peabody Language Development Kit)

f. Read related stories.

g. Trace each child on a large piece of paper. The children can use crayons to fill in the outline to make pictures of themselves. Mirrors may be used so each child can see what he looks like.

h. Let the children form human figures with clay.

i. Using clothes cut from paper, dress the figure used for activities a - c. Let the children tell where to place the clothes, and why they are needed. (gloves keep our hands warm, boots keep our feet dry, etc.)

j. Let the children cut pictures of clothing they use from magazines or catalogs to make a booklet or collage.

k. Using the sentence pattern "I clap with my hands," change the action and let the children supply the correct body part.

l. Play "Simon Says" giving commands such as jump, march, bend, wave, clap, etc.

m. Have the children find magazine pictures showing various actions -- running, jumping, throwing, etc. After the children describe what the action is and the body parts being used, use the pictures to make a bulletin board.

n. Let the children take turns making sounds with parts of their bodies -- clapping, jumping, knocking, etc. -- while the others try to tell what activity is taking place just by listening. This activity is good for auditory discrimination.

o. Let the children see who can jump the farthest, reach the highest, and stand the tallest by making chalk marks along a number line (introduction to measuring). Stress individual differences.

p. If scales are available, weigh and measure each child.

q. Discuss ideas about good nutrition in connection with the growth and good health of body parts.

r. Through discussion, and using mirrors if necessary, lead the children to discover what makes them look different from each other: hair length and color, eye color, skin color, etc.

s. After discovering what makes him unique in appearance, each child can draw his own portrait. If necessary, supply the children with outlines of faces and let them supply features and details. These portraits can be displayed along with actual photographs of the children.

t. Using the light from an overhead projector, draw the silhouette of each child. The children can guess which silhouette belongs to each child (visual discrimination).

Materials and Resources

Art materials for suggested activities
Mirrors
Scales
Overhead projector
Cardboard body parts and paper clothes
Number line or measuring tape
Magazines and catalogs
Scholastic News Pilot, Vol. 29, No. 14, Jan. 23, 1975
Peabody Language Development Kit, Level #P, American Guidance Service, Inc., 1968
DUSO Kit, American Guidance Service
Wally, Bertha, and You, Britannica

Filmstrips and cassettes:

- Self-Development Kit #1, "Cindy and the Elf," (cassette only) SRA
- The Importance of You, "You Are Somebody Special," BFA
- Developing Your Personality, Britannica
    - Thinking of Yourself
    - Trying New Things
    - Promises Are Made to Keep
    - More Than One Friend
    - Leaders and Followers
    - Enjoying Today
- Art Worlds: Friendly Faces, Bowmar
- Art Worlds: Looking at Me, Bowman

Books:

- The Man Who Lost His Head, C. H. Bishop
- Which Is Willy?, Robert Bright
- The Growing Up Up Up Book, Veronica Buffington
- The Foot Book, Dr. Seuss
- Bear Party, William Pene DuBois
- Mop Top, Don Freeman
- I Like To Be Me, Barbara Geddes
- Just Only John, Jack Kent
- The Very Little Boy, Phyllis Krasilovsky

Evaluation

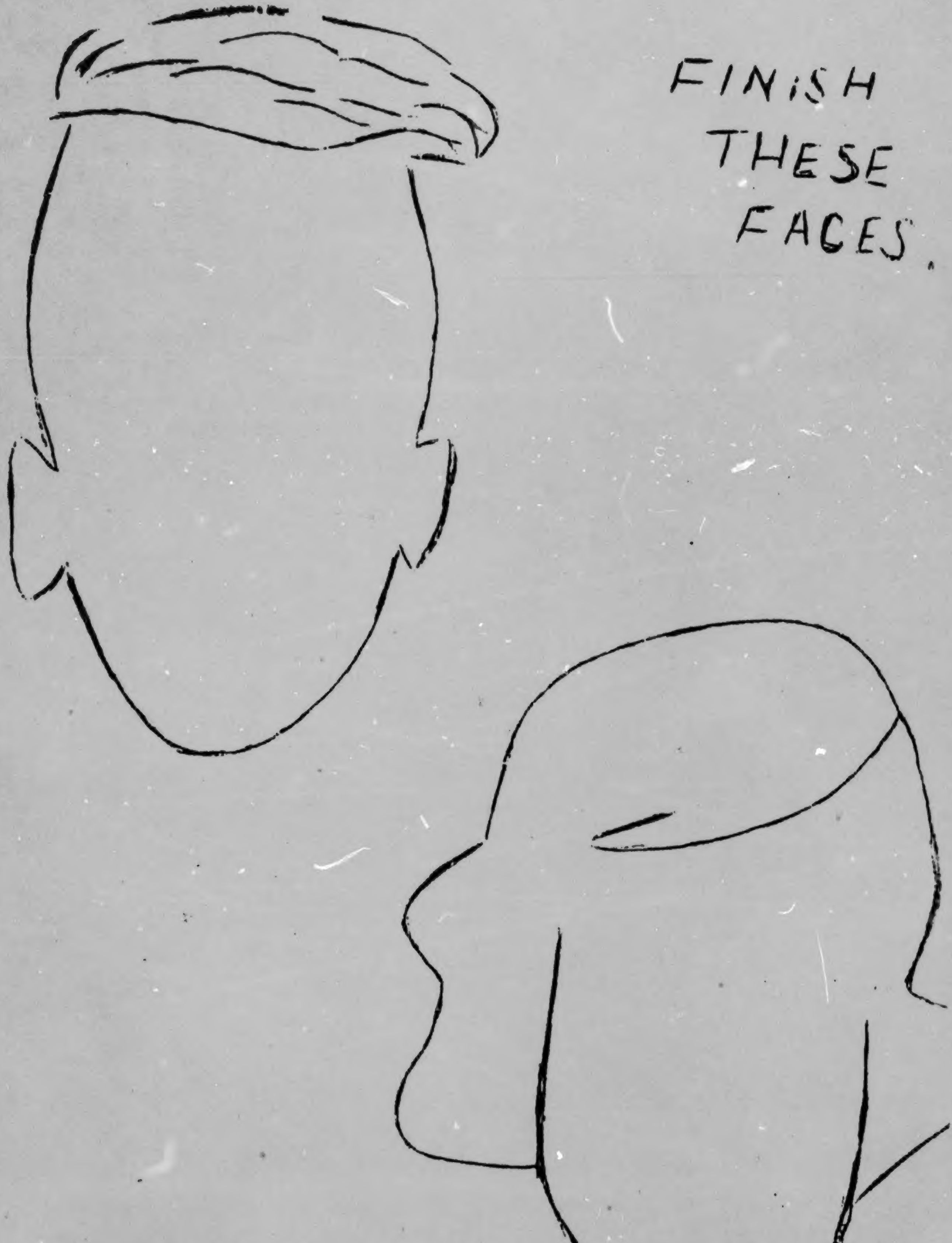
Given a picture of a human figure, each child should be able to locate and name body parts, with 100% accuracy.

Given pictures of various motor activities, each child should be able to describe the activity and name the body parts being used, with 100% accuracy.

Given pictures of clothing, the children should be able to name the clothing, tell which part of the body the clothing is for, and why it is used, with 100% accuracy.

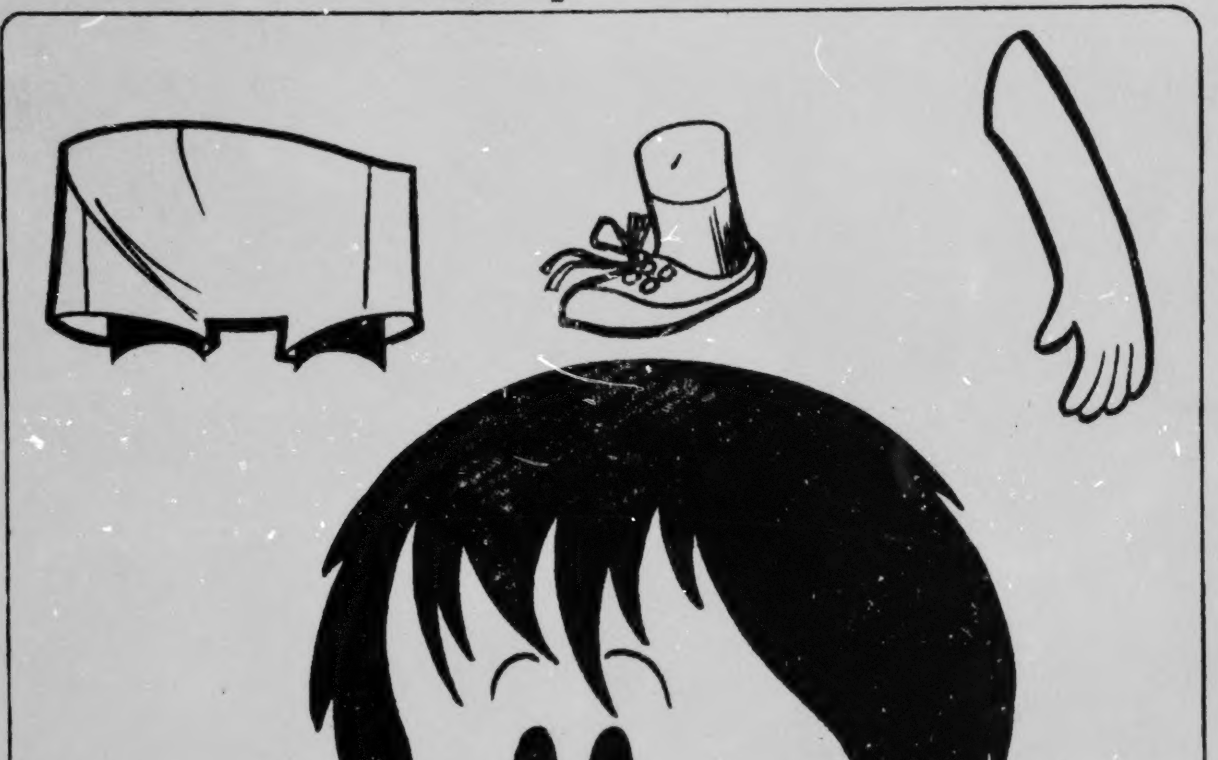
Using paper and crayons, each child should be able to draw a rough picture of himself with at least 90% accuracy, as to body parts, hair color, and other identifying physical features.

By talking with each child individually, it may be determined if he can satisfactorily tell what makes him like other children, and what makes him different.



FINISH THESE FACES.

News Pilot Transparency Master No. 5:
Body Parts



You might make enough Ditto copies of this master in advance (one for each child). Help pupils identify *News Pilot's* mascot, and her body parts. Cut out the body parts. Pupils then can assemble them and paste the body parts together on construction paper. Some pupils may want to make a comparable drawing of themselves. See the Teacher's Edition for further information.

How About Me? (self-awareness) Primary

Concept

Everyone is important.

Developmental Objectives

To develop an awareness of worth in self as well as in every individual.

To make students more aware of the differences, similarities, advantages and handicaps of all individuals.

Behavioral Objectives

After a class discussion concerning why people are important, each student will write a paragraph containing the following points: (1) I am important to my family because . . . (2) I am important to my friends because . . . (3) Other people are important to me because . . .

After completing a unit of study on self-worth, each student will list with 100% accuracy, five ways in which he/she is different from other people and five ways he/she is the same as other people.

After a discussion and demonstration, each student shall list two jobs that a blind person could not do. One of the jobs (student's choice) listed shall be developed into a paragraph of not less than 300 words.

After viewing the film Walk in Another Pair of Shoes, students shall list five problems some students have in school of which others may not be aware.

Each student shall make a diary and make an entry daily.

Related Subject Areas

Art, music, language arts, social studies, economics

Suggested Learning Activities

a. Make a diary. Each student will maintain a diary for a certain period of time.

b. Draw a self portrait.

c. Give each student a "See Inside" sheet. Each object or shape will be cut along the line enough that it opens as a door. Paste this sheet on colored construction paper. Under each flap (on construction paper) the students will answer questions on door.

d. Each student will draw a simple person (body) from construction paper. On the body the students mount their baby pictures, baby shoes, vital statistics such as name of other family members, date of birth, weight, hobbies, boy/girl friends -- anything of interest.

e. Prepare a bulletin board that says "What drives you bananas . . .?" Each student shall have the opportunity to write on the bulletin board.

f. Hold "class meetings." Class members sit in a circle and each has a chance to express his/her ideas on the subject at hand. Since no one need raise a hand to speak, two necessary rules must be understood: (1) no one can interrupt another; (2) stick to subject.

g. Each student can choose one person in the room (partners) to help with homework, multiplication table or other areas.

h. Write a story about "What it would be like if I were the only person on the earth."

i. Visit a school for the handicapped.

j. Have a speaker from the children's home to discuss:
   1) What is the real function of a children's home?
   2) How are children placed in this institution?
   3) How are children able to leave the institution?
   4) Describe a typical day for a child who lives at the home. etc.

k. Choose two children to be blindfolded for a school day. At the end of the day hold a discussion as to what the children experienced.

l. Collect pictures of people, different races, ages, etc. and make a mural.

Materials and Resources

Films & filmstrips:

Walk in Another Pair of Shoes, available through L.D. supervisors - contact Mrs. J. Watson, Ashland Board of Education
Me, Centron
Using My Imagination, BFA

Focus on Self-Development Kits 1, 2, 3, SRA
Here I Am
The Me I Know
What Could I Be

Visit local schools for the handicapped
Invite speakers from the local children's home or Welfare Department

Evaluation

Given a situation, the student will write a paper of approximately 600 words. The paper should include specific points as indicated by the evaluator.

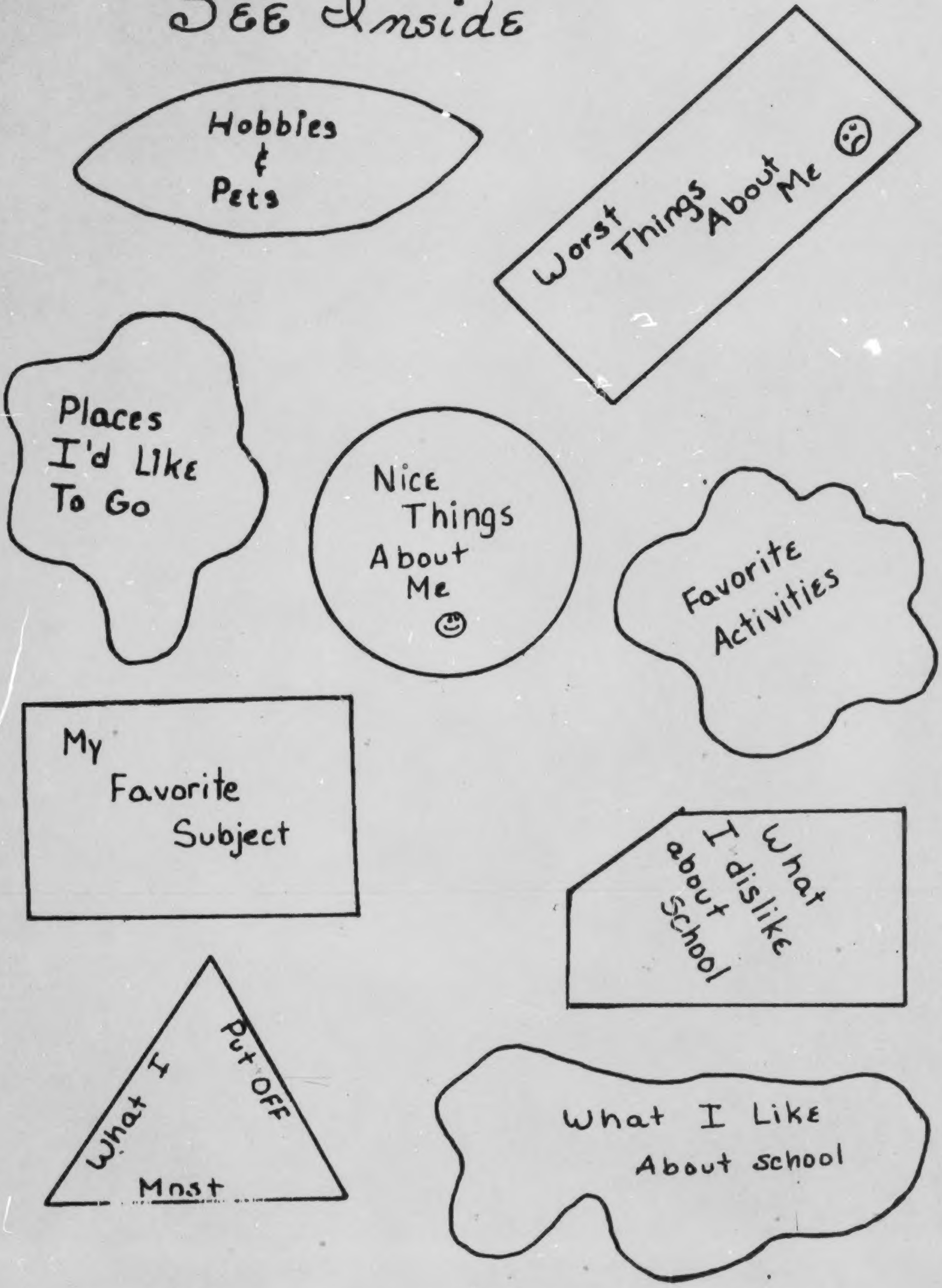
Example:

A fat, old, red-haired man applies for a job in a grocery store. He is refused any position even though several are open -- (1) assistant manager, (2) stock boy, (3) repair man, (4) security man. (The store manager and all workers are young, slim and blonde.)

Points:

1. Tell why the man should or should not have one of the above jobs.
2. Tell which job(s) the man could possibly handle.
3. Tell the prejudices that are keeping the man from any one of the positions.

See Inside


Hobbies & Pets
Worst Things About Me ☹
Places I'd Like To Go
Nice Things About Me ☺
Favorite Activities
My Favorite Subject
What I dislike about School
What I Put Off Most
What I Like About school

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Getting Along with Others on the Job Intermediate EMR

Concept

Certain personal qualities are needed in order to secure and maintain a job.

Developmental Objectives

To create an awareness that certain personal characteristics are essential in the world of work.

Behavioral Objectives

The students will differentiate with 90% accruacy, in writing and verbally, between negative personal qualities and positive personal qualities and why the latter are essential in the world of work.

The students will write and illustrate a story about job holders displaying pertinent personal characterisitcs with 100% accuracy.

The students will verbally and physically participate in a game, "You Can't Have One Without the Other." They will verbally state six jobs and four positive characteristics, write them on the game board and follow the rules and directions of the game with 90% accuracy.

Related Subject Areas

Art, spelling. language arts, social studies

Suggested Learning Activities

a. Teacher selects two students and secretly asks them to pretend they are working together and getting along well (children roleplay). Ask two different children (secretly to roleplay two people working together who can't get along (children roleplay).

b. When children are finished, the teacher asks the class what each group was doing and what was the difference between the two groups. Which group would you rather work with? Why?

c. After a brief discussion on getting along on the job, teacher asks children to come up to bulletin board. "Let's Learn a New Four-Letter Word: Work." The bulletin board displays pictures of various jobs and the people on the job. Have a discussion about each of these people and their job.

d. Teacher will lead discussion, pointing out concrete personal characteristics which seem essential to happiness in life and on the job.

e. Discuss needed qualities such as cheerfulness. Ask children to name other characteristics. It is very important that students verbalize their knowledge of personality and how it affects them and the people around them.

f. Emphasis should be given to the fact that each desirable characteristic should be kept and strengthened and each undesirable characteristic should be given an opportunity for change rather than be considered a permanent limitation.

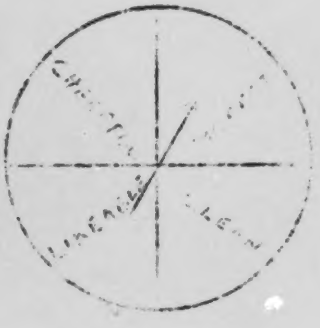
g. Make experience charts listing desirable characteristics (keep these) and undesirable characteristics (change these).

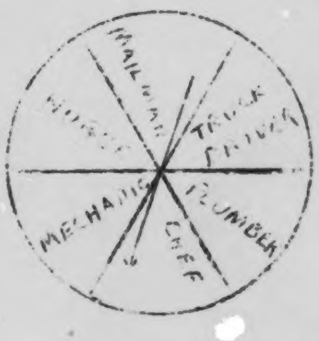
h. Each child can keep his own book listing his good characteristics and poor characteristics and draw pictures showing how he can change some of his poor characteristics.

i. The list of personal characteristics needing improvement can be periodically checked by the teacher who reinforces when student shows improvement.

j. View a film on getting along with others. Discuss. Have children make a book interpreting the movie, using sequence.

k. Bulletin board captioned, "You Can't Have One Without the Other!" Two wheels with spinners. One wheel with various jobs and the other listing good personal characteristics. Children list six different jobs and four different characteristics. Game: Spin both spinners. Have children explain why designated characteristic is important to have for the designated job.





l. Have a personnel manager from a local industry or store discuss desirable characteristics with the class.

m. Display for children to read and/or read to them books and stories that deal with getting along well with others.

n. Develop classroom jobs and stress good personal characteristics.

o. Roleplay or create a class book incorporating activities which show how people feel when they are mistreated.

p. Roleplay or discuss imaginary job problem situations which might develop because of undesirable characteristics.

q. List reasons people are fired (often the cause may be poor personal characteristics). List reasons people are hired (good personal characteristics).

r. Divide children in groups. Have each group select a job and develop a story about job holders with pertinent personal characteristics. Construct a TV box and illustrate the story. This can be shown to classmates, placed on display, or shown in other classrooms.

Materials and Resources

Supplies for various activities
Personnel manager

Films:
- Me, Centron
- Getting Along with Others - Coronet Films

Books:
- City Workers, Franklin Watts, Inc.
- Ideas About Others and You, Franklin Watts, Inc.
- Let's Find Out About Manners, Franklin Watts, Inc.
- Manners Can Be Fun, J. B. Lippincott Company
- Others and You, Franklin Watts, Inc.

Evaluation

Observe children as they participate in various activities, evaluating their grasp of desirable personal characteristics.

Have children differentiate between listed negative and positive personal qualities, with 90% accuracy.

Check job stories to see that students accurately describe pertinent personal characteristics.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Five Senses Primary
Self*Awareness

Concept

Each person has five senses: sight, touch, hearing, smelling, tasting.

Each person needs to learn how to use and develop each one of the five senses.

That not everyone's five senses work, therefore, that makes the others very important.

An understanding and acceptance of self is important throughout life.

Developmental Objectives

To develop an awareness of each one of the five senses
To develop an awareness of how each one's senses work

Behavioral Objectives

Given the opportunity to become familiar with the five senses, the children will be able to tell and point to what each one of the senses is with 100% accuracy.

Related Subject Areas

Math, Language Arts, Science, Art

Suggested Learning Activities

General:

a. Make a Mr. Five Senses poster or book cover
b. Use a five senses mobile
c. Put up five senses posters from Trend
d. Make Five Senses Booklets with a page for each sense on which pictures are colored or painted.
e. Do exercises with touching of each sense in relation and location of the body.

f. Use riddles about the five senses.

g. Given a task ask the children how many different senses it would involve.

Hearing:

a. Use the stethoscope to listen to each others heart beat.

b. Use the tape recorder and record each one's voices, then play it back.

c. Record different sounds and have the children guess what they are.

d. Have the children close their eyes and listen to the sounds going on around them.

e. Use the rhythm band instruments and listen to the different sounds each instrument makes.

f. Listen to records and try to pick out different sounds.

g. Use a metronome to listen for different beats and clap them out.

Seeing:

a. Use binoculars to show different ways of seeing.

b. Use a microscope, keleidescope, telescope, magnifying glass, again for the different ways of seeing.

c. Use a lite brite and let the children develop the picture.

d. Become weather watchers and watch changes in the weather.

e. Close their eyes to see what it would be like not being able to see.

f. Play the game, I Spy and have the children describe the object.

g. Use a tray with objects on, take some away and see if the children can guess what is missing.

h. Visit an optometrist and have him talk about their eyes and their importance.

Tasting:

a. Cut up different foods to taste and have a tasting party. Be sure to include sour, sweet, chocolate, salty.

b. Have the children taste a food they don't often get, such as a fresh pineapple, fresh coconut and show them how to get into it.

c. Make charts of the different types of tastes.

d. Bring in foods from other countries to taste and see what other people eat.

e. Have the children hold their nose while they are eating something and see what it does to the taste.

f. Have the children make something such as bread, cookies, butter and taste what they have made.

Touching:

a. In different bags put in items for the children to touch without looking. Have them guess what they are touching. Include such items that are soft, rough, hard, slippery, slimy, etc.

b. Make papers with different materials on to show different touches such as cotton, sand paper, cordoroy, etc.

c. Use their fingers to do fingerplays.

d. Use scratch and sniff books and papers to see how their touch and smell work together.

Smelling:

a. In small containers put different items with distinct smells and see if they can guess what they are. Use smells such as vanilla, Vicks, amonia, water, etc.

b. Walk to different areas and close their eyes to see if the children can detect smells such as in the cafeteria.

c. Use scratch and sniff papers and books.

Materials and Resources

Five Senses Posters - Trend
Duso Kit, American Guidance Service

Books:

High Sounds, Low Sounds - Franklin Branley
Find Out by Touching - Showers
My Five Senses - Aliki
Follow Your Nose - Showers
Detective Arthur On the Scent - Golden Press
First Delights - Tasha Tudor

Records:

"Wild Animal Safari" - A.V. LeCrone Co.
"Getting to Know Myself" - Hap Palmer
"Learning Basic Skills Through Music"

Films & Filmstrips:

Your Senses of Smell and Taste
You and Your Eyes
What Do You See When You Look
Your Sense of Touch
Using Your Senses
Ears are For Hearing
You and Your Five Senses
Senses Make Sense

Games:

Weekly Reader - Scratch and Sniff Game
I Spy
Memory Game
Finger Play
    Here is a circle which is my head
    Here is my mouth where food is fed
    Here are my eyes that help me see
    Here is my nose that is part of me
    Here is the hair that grows on my head
    Here are my lips that are pink and red
    Here are my ears and here is my nose
    Here are my fingers and here are my toes
    Here are my eyes, both open wide
    Here is my mouth with my teeth inside
    And my busy tongue that helps me speak
    Here is my chin and here are my cheeks
    Here are my hands that help me play
    And my feet that run about all day

Evaluation

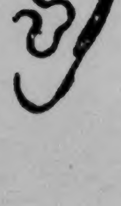
Through the use of this unit the children have become more aware of the importance of their five senses. They understand the importance of each sense and how they work together. They are better able to understand how they work and the care of each one. They are better able to understand what senses are involved in the various tasks they do throughout the day. They also realize that without one sense the others have to work harder to make up for the loss.

As a result of this unit we should be able to work into a self-awareness unit as well as a health unit as to the care of the Five Sense areas and the other important areas of their bodies.

Each child will demonstrate the ability to tell about and point to each of his five senses.

The things I see

The things I hear



The things I taste

The things I smell

The things I touch

Self-Pride **Primary**

Concept

We should take pride in any job or career we pursue.

Developmental Objectives

To encourage students to see themselves as specialists.

To understand what specialization means.

To encourage students to find interests that could also be career directed.

Behavioral Objectives

Given a limit of two weeks the student will contract with parents for specific responsibilities which will be carried out to completion with an allotment of no more than $3.00 for the student's services with the clear and direct intention to be to use the money earned as payment for any materials needed to construct a project in the future.

After the period of two weeks each student will write, using correct capitalization, punctuation, penmanship and paragraphing, a paper of no less than two paragraphs reporting his accomplishments while contracting with his parents. The paper must include jobs in which he/she took particular pride, jobs in which he/she felt little pride, jobs he/she plans to continue and how the contracting enhanced or decreased self-pride.

Given a period of one week to discuss with teacher, parents and any resource persons available, the student shall write a short paragraph containing a full report of the project he/she plans to undertake.

Given a length of three weeks each student shall complete the project he/she undertook, using for the major length of time periods set aside in class for this specific purpose. At the end of three weeks the project will be displayed in the school for public viewing.

Having completed the project and the project having been displayed, the class will meet as one large group and discuss problems they encountered with their projects and the dynamics involved in building self-pride.

Having completed objectives one through five, the students will be responsible for maintaining a notebook of accomplishments in which the student took great self-pride as well as accomplishments that did not increase self-pride. Included in this notebook will be school papers as well as writings pertaining to activities outside of school.

Related Subject Areas

Art, language arts, social studies, math, mental health, reading, economics

Suggested Learning Activities

a. Discussion of what students would like to do when they become of working age.

b. Make a bulletin board representing various careers discussed by students.

c. Discuss what is meant by "self-pride" (some group discussions).

d. Discuss projects students would like to work on; give and share ideas. (If possible, have resource persons available for guidance.) Have available a variety of books pertaining to possible areas of interest.

e. Each student contracts with parents.

f. Each student works on project of his/her choice.

g. Invite resource people for guidance during project work periods.

h. Make notebook of accomplishments, both good and bad.

i. Display projects for public viewing.

j. Hold panel discussion with another class asking questions of those working on project.

Materials and Resources

Students
Parents
Persons from the community
Library books
Magazines

Evaluation

Observe the participation in class of each child working on his/her project.

Check papers to see if all requirements have been fulfilled.

Check to see that all projects are completed on time and with acceptable competence to level of child's ability.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Child's Self Involvement Primary

Concept

Persons need to be recognized as having dignity and worth.

An understanding and acceptance of self is important throughout life.

Developmental Objectives

To increase the child's feeling of security

To encourage the child's natural curiosity

To extend the child's occupational horizons

Behavioral Objectives

Given a sheet of paper and a magic marker or crayons, the child will draw a picture of himself and will place it on the bulletin board by the end of the art period.

Given a sheet of paper and crayons, the child will make two name tags, cut one up, match and learn the letters with 100% accuracy.

Given a heading, "How Are People the Same," the children will make a chart with these types of things listed:

a. Everybody needs food to eat.
b. Everybody needs water to drink.
c. Everybody needs some type of clothing.
d. Everybody needs some place to live.
e. Everybody has a mother and father.

Given materials the child will make a booklet, "All About Me," which includes the child's picture and his favorite colors, foods, pets, toys, and things he likes best to do.

Related Subject Areas

Reading, writing, language skills, art, social studies

Suggested Learning Activities

a. Circle Discussion of:

1. Similarities among people
   a. Other people need things that we ourselves need.
   b. Other people are just like us in many important ways.

2. Differences among people

3. Feelings about people who are not like them

4. Feeling of self worth when doing a task

5. Being happy in doing work

b. Have an, "Everybody's the Same," day (or hour, or morning, or afternoon).

1. Children choose a name--it becomes everyone's name.

2. Children and teacher wear masks made out of paper sacks with eye holes, nose hole. These made by children at a previous time. Now everyone looks alike for purposes of the activity.

3. Proceed with the teaching and learning activities of the day. See what happens when everyone is the same.

4. Discuss with the class what it was like when everyone was exactly the same--advantages and disadvantages.

5. Have each child crayon a large picture of himself with special attention to detail (hair, skin, eyes, clothes, etc.). Child's name should be placed on the back of the picture. Use the pictures for a bulletin board display entitled, "This is Me!" Arrange pictures randomly and discuss how we can tell that a certain picture is of a certain person.

6. Make a, "Things I Like to Do," book. Include pictures and one or two sentence statements. Have children share the books with the class and tell about what the book shows about their likes and interests.

7. Play charades--type game about things we like to do. Children act out an activity, interest, or things they like to do and others guess what it is.

8. Interview school workers and find out what their interests are and what they like to do. Include teachers, custodians, principal, secretary, nurse, etc.

9. Display a collection of items that represent current interests of the children. Have children bring items from home. Discuss items and their use and the interests or likes activity they represent.

Resources and Materials

Resource Persons:
- Library (school)
- Interview with people in school
- Parents

Field Learning Experiences:
- Art galleries
- Concerts
- Ballet
- Good movies
- Plays
- Ceramic studio

Media:
- Who Am I?
- Accepting Responsibility, Instructional Supplements
- Developing Good Work Habits, Instructional Supplements
- How Would You Feel, Salenger
    - You and Yourself
    - You and Others
- What to Do About Feelings, Coronet
- The Importance of You, BFA

Other material:
- "The Me I Know", Self Development Kit
- Sesame Street Book of People and Things (book)
- Living and Working Together Series
- DUSO Kit, American Guidance Service, Inc.
- Value Series Study Prints, BFA
- Me, Myself & I, J. C. Penney Co.

Evaluation

The child should be able to complete with 90% accuracy, the evaluation work sheets at the end of unit.

W A N T E D ! ! !

Name ______________________________
Last First Middle

Aliases: ______________________________

Last known address: ______________________________

____

Description: ______________________________

____

Identifying marks: ______________________________

____

Habits: ______________________________

____

Usual mode of dress: ______________________________

____

Wanted for: ______________________________

____

Reward: ______________________________

____

Last seen at: ______________________________

____

____

ALL ABOUT ME BOOK

1. My name is ______________________. The day I was born _____ _______________.
2. My family ____.
3. My happiest birthday ____________________________________.
4. Things I like are _______________________________________.
5. I like to (I don't like to) because _________________________.
6. My friends ____.
7. My pets ____.
8. My favorite smell ______________________________________.
9. How certain colors make me feel ___________________________.
10. The do's and don't's I hear most often ______________________.
11. I am happy when I _____________________________________.
12. I get angry when ______________________________________.
13. How I got into trouble __________________________________.
14. I'm afraid of ____.
15. If a bird peeked into my window he'd see ____________________.
16. One day I got exactly what I deserved _______________________.
17. When I grow up, I want to be ____________________________.
18. The things I like best about me ___________________________.

ACTIVITY

MUSHROOM PATCH

Discussion

Before the mushroom sheet is handed out, make the statement, "There is nobody exactly like you." Ask the class if they believe this is true. Then have them explain their reasons for agreeing or disagreeing with the sentence. You could also say, "In many ways we are all alike." Have them give reasons for their agreement or disagreement.

Tell the students that if they can know themselves well, they can learn how to live more comfortably with themselves, liking themselves and those around them.

Pass out the activity paper.

Discussion questions

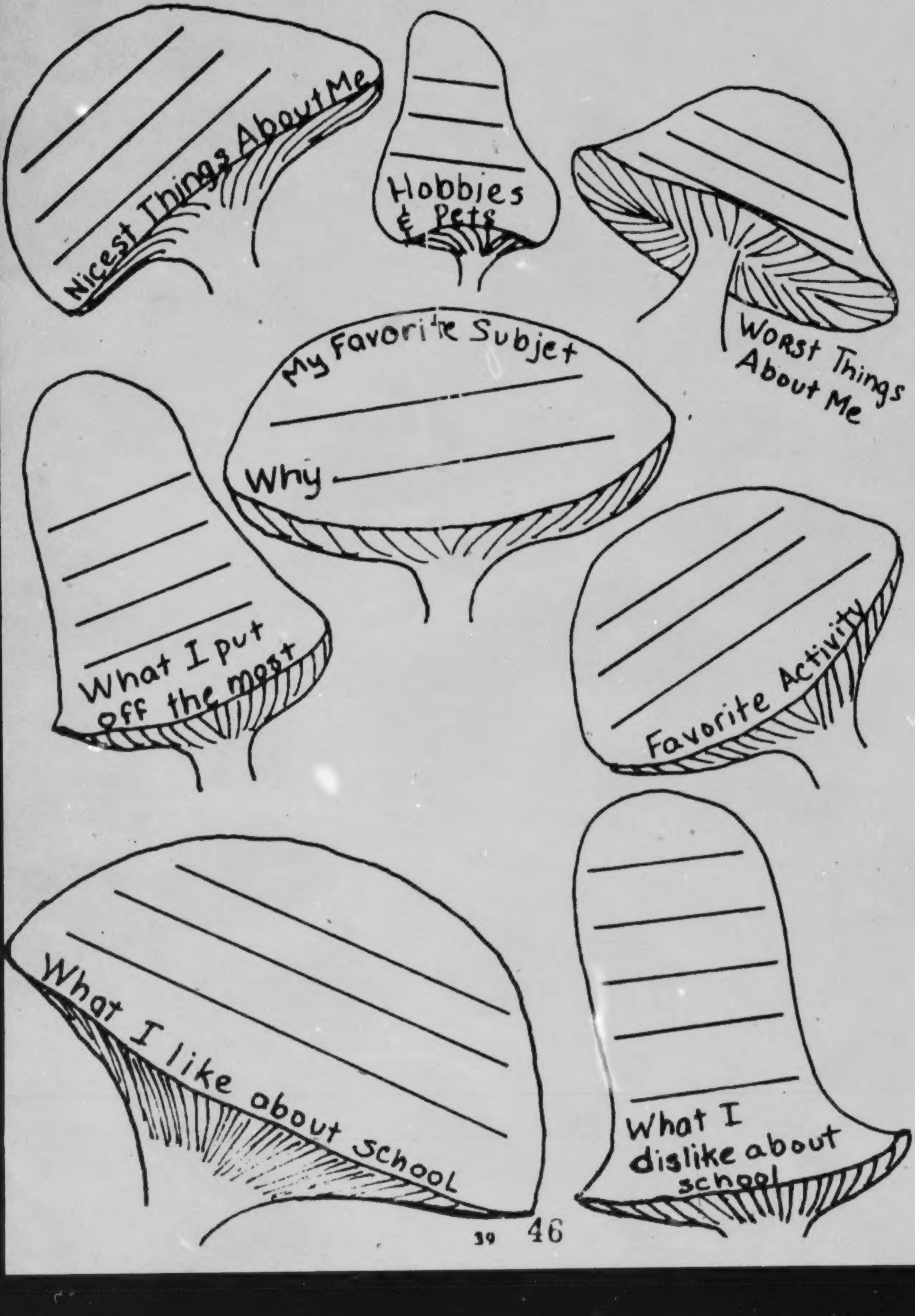
1. Which was easier to think of, the nicest things about you or the worst things about you? Which are you usually reminded of most frequently?

2. Were there other activities you wanted to list?

3. Circle the three mushrooms that you like best. Explain the reasons for your choices.

4. On the back write the following sentence: "From My Mushroom Patch, I learned ______________________________________.

My Mushroom Patch


Nicest Things About Me
Hobbies & Pets
Worst Things About Me
My Favorite Subjet
Why
What I put off the most
Favorite Activity
What I like about School
What I dislike about school

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Dental Health Primary

Concept

Occupations exist for a purpose.

Some workers provide goods, others provide services.

Some individuals need special training for a career.

Developmental Objectives

Upon completion of the Unit on Dental Health, the children will have developed an awareness of the importance of good dental health habits so that they are brushing their teeth after daily meals.

Given a group of ten pictures of food, the children will be able to tell which ones promote good dental health making no more than two mistakes.

Given a large picture of a dentist's office the children will name at least five of the various pieces of equipment within ten minutes.

Related Subject Areas

Science, mathematics, art, literature, physical activity

Suggested Learning Activities

a. During snack time begin discussion of dental health. Talk about foods that help build strong teeth and foods that should be taken in moderation.

b. Show the filmstrip of "Happy Tooth" (Colgate-Palmolive Co.) depicting reasons for strong healthy teeth through proper brushing and flossing. Take the "tablet test."

c. Make a big, red mouth and mount it on the bulletin board. Have each child draw and cut out two teeth, one black and one white. If a child remembered to brush his teeth before school, he may place the white tooth in the red mouth; if the child did not brush his teeth, he places the black tooth in the mouth. Each day discuss whether there has been class improvement in the number of white teeth in the mouth; that is, more children are brushing their teeth before coming to school.

d. Discuss the importance of good nutrition, cleanliness, and teeth care. Read The Tooth Fariy by Anita Feagles.

e. Make a Dental Health Scrapbook. Ask children to cut pictures of food from magazines. Gather them into a class scrapbook and have the children mark the foods that promote dental health with gold stars and the other food with a big X.

f. Discuss the reasons why animals do not need to brush their teeth. (Gnawing makes strong teeth. Animals do not eat gooey foods).

g. Read I Want to Be A Dentist by Carla Greene.

h. Bring in a large picture of a dentist's office and explain the parts of the room and the various pieces of equipment to the children to help rid any fears they may have and to prepare them for a dental checkup.

i. Some children may want to tell about visits to the dentist's office.

j. Invite a dental hygienist to the classroom to show children the proper method of brushing and flossing teeth.

k. Display charts showing primary and permanent teeth. Have the children count the teeth in each. (20 primary and 32 permanent)

l. Print the names of the children who have lost a baby tooth, and then those who have lost more than one, on the chalkboard. Have the children count the names.

m. Discuss the importance of teeth to speech and food digestion.

n. Review good brushing habits.

o. Talk about the preventative approach to dental problems--eating healthy foods, cutting down on candy and pop, avoiding the use of teeth for cracking nuts, practicing good playground manners to avoid accidents.

p. Invite a dentist to talk to the class about dental health.

q. Play "Germ and Toothbrush".
Players are arranged to represent a semicircle of teeth. One player acts as a toothbrush and at the start of play, closes his eyes while another child acting as "germ" hides behind one of the "Teeth". When the "toothbrush" is told to open his eyes he tries to locate the hidden "germ". The "toothbrush" then chases the "germ" in and around the "teeth" until he's tagged.

r. Take the "tablet test" again.

Materials and Resources

Resource People:
Dentist
Dental Hygienist

Films & Filmstrips:
Medical Services in the Community Series   Eye Gate
    "Dental Assistant"
Who Helps Us Series   BFA
    "The Dentist"
The Mouth I Live In-Colgate/Palmolive Company
Your Working Future-Britannica
    "The Dental Hygienist"
Mothers Work, Too   Learning Resources Company
    "My Mother is a Dental Assistant"

Listening Cassettes:
"Cody Coyote and the Dental Hygienist,"   Coronet

Stories:
"Peas, Cheese, and Chocolate Pudding,"   Betty Van Witsen

Books:
About Jack's Dental Checkup, Ruth Jubelier
Judy's Smile, Avis
The Tooth Fairy, Anita Feagles
I Want to Be a Dentist, Carla Greene
Your Wonderful Teeth, G. W. Schloat

Other Materials:
Career Kits For Kids, Britannica
    Nellie The Nurse

Additional Materials:
American Dental Association
211 E. Chicago Ave.
Chicago, Ill. 60611

Colgate Professional Services Dept.
Colgate-Palmolive Company
740 North Rush Street
Chicago, Ill. 60611

Evaluation

Each child will place a white tooth in the red mouth to show that he brushed his teeth before coming to school.

Given a group of ten pictures of food, the child will tell which ones promote good dental health making no more than two mistakes.

Given a large picture of a dentist's office the children will name at least five pieces of equipment that the dentist or dental hygienist uses.

The child will draw a picture of the dentist's office.

The child will state three reasons for healthy teeth (smile, digestion, speech).

A Visit to Dentist Denny

Primary

Concept

Occupations exist for a purpose.

Developmental Objectives

To develop an awareness of the duties of a dentist.

To develop an understanding of the skills needed to become a dentist.

To develop an awareness of the importance of taking care of your teeth.

To develop an understanding of the proper foods to eat.

To be aware of all the different jobs involved in the dentist's office.

Behavioral Objectives

Given this unit of study, the children will be able to list four duties of the dentist with 100% accuracy.

Given a large sheet of paper and crayons, the children will be able to draw a tooth labeling the enamel, crown, dentine, pulp, nerve, and root with 90% accuracy.

Upon completion of this unit, the children will be able to list seven dental tools and their functions with 90% accuracy.

Given the materials, the children will be able to demonstrate the correct way to brush their teeth to meet the teacher's approval.

Upon completion of the field learning experience, the children will be able to list the functions of the nurses, secretaries, and dental hygienist with 85% accuracy.

Given this unit of study, the children will be able to list those foods which are good for their teeth with 100% accuracy.

Related Subject Areas

Writing, art, health

Suggested Learning Activities

a. Read stories that deal with the care of your teeth.

b. Show filmstrips and simple charts that show parts of teeth.

c. Draw pictures of a tooth labeling the important parts.

d. Field learning experience -- have a dental nurse, dental hygienist, or dentist come in to talk to the class. Have them explain their jobs.

e. Write an imaginary story, "How Would You Get Along with No Teeth." Draw pictures to go along with story.

f. Discuss the four important food groups.

g. Write a class letter to ADA, 211 E. Chicago Avenue, Chicago, Illinois, 60611. Have the class ask for posters or free materials.

h. Draw a mural of a dentist's office and equipment.

i. Roleplaying -- Have the children dramatize the roles of the dentist. Stress the importance of the dentist as many children this age have never been to the dentist. Have children discuss their fears in this dramatization.

j. Stress observation of proper safety rules to reduce accidental injuries when children are playing games, running, using the drinking fountain.

Materials and Resources

Dentist
Dental Nurse
Dental Hygienist
Dental equipment
Art materials necessary
Charts

Books:

A Visit to the Dentist, Bernard Green
Our Tooth Story, Ethel Kessler
Your Wonderful Teeth, Warren Schlont
What It's Like to Be a Dentist, Arthur Shay
Dentist's Tools, Carolyn Lapp
The Tooth Fairy, Anita Feagles
The Bears Toothache, David McPhail
I Want to Be a Dentist, Carla Greene

Films & Filmstrips:

Dental Health, How and Why, Coronet
A Dentist in the Classroom, ADA
Healthy Teeth, Aims
Learning to Brush, ADA
Teeth Are To Keep, EBF
What Do You Know About Teeth?
Tale of a Toothache, ADA
We Visit the Dentist, McGraw Hill

Evaluation

To evaluate this unit, I would display some of the tools a dentist uses and the children would have to identify and explain the function with 90% accruacy.

The children would also have to label the important parts of a tooth with 100% accuracy.

They will also have to write a short paper discussing the importance of good dental care, This must meet teacher's approval.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Work Families in Our Community Primary

Concepts

People have many kinds of careers and occupations.

Every occupation contributes to society.

Every individual can have a meaningful, rewarding career.

Every person is an individual, with different abilities, interests, needs, values.

Work has dignity.

Some individuals need special training for their careers.

Some workers provide goods, others provide services.

Occupations exist for a purpose.

Developmental Objectives

To develop an awareness of the interaction and the interdependence among individuals at work.

To create awareness of the wide variety of different kinds of jobs and workers in our community.

To develop respect and wholesome attitudes for all kinds of useful work.

To develop an appreciation for workers and jobs done in our community.

To develop an understanding of some activities in our community's business area.

Behavioral Objectives

Given the 15 career clusters, the student will be able to state one occupation that fits in each category that is available locally with 100% accuracy.

Given the names of ten imaginary people and the work they do, the child will be able to state whether they could find work in his town and if not, why not.

Given newspaper want ads and list of work families, the child will be able to place each job in the correct work family with 90% accuracy.

Given an occupation, the child will be able to tell three skills needed to be successful in the given job.

During a walking field learning experience through the downtown business area of the community, the student will write a list of the names of places where people work. This list will include at least 20 different places.

After the walking field experience through the downtown business area, the student will choose and construct and label at least one place of employment and then correctly place it on a floor map of the business area with 100% accuracy.

After the walking field experience through the business area, the student will be able to express in story form his feelings about the trip and name at least three places where people work that he did not know before the trip.

Given the materials for a booklet, the student will design and construct a booklet about at least ten different workers that he knows in his community. He will draw a picture of each, name the person, the kind of work, and the place of employment with 100% accuracy.

Given the materials, the student will be able to find and select 5 pictures from magazines or newspapers (or draw pictures) to fit specific given categories of workers in the community. He will place these correctly in the proper categories with 100% accuracy.

Given ten pictures of workers at various jobs, the student will be able to classify all of them correctly by placing them in the correct envelope or on the correct chart with 100% accuracy. The categories will include the workers observed in the unit.

After the walking field learning experience through the downtown area and by using the telephone book, each student will contribute at least two names of places to work in the community and the kinds of workers employed there. These will be listed on a long chart.

Related Subject Areas

Art, language arts, social studies, physical education, math, music

Suggested Learning Activities

a. Discuss work families and make a chart of the jobs that fall in each category in our community. (use as a pre-evaluation)

b. Walking field learning experience through the business area of the community. During the walk, each student needs a notebook in which to list places where people work in sequential order. A map made ahead of time (ditto) with numbers for each place of business would be helpful for the students during the walk.

c. Make a three dimensional floor map of the streets visited on the walk. Each child makes a model of a business, labels it, and correctly places it on the map.

d. Write a story about the walking field learning experience through the business area to include feelings and new things learned.

e. Before taking the walking field learning experience, estimate the number of stores, churches, homes, gas stations, etc. that will be seen. Compare this to the actual number after the trip.

f. Revise the chart of work families to include any occupations missed or categorized wrong.

g. Show films of different careers (see list in materials section)

h. Have children check the following inventory:

I like to:

______ be outdoors
______ be indoors
______ draw pictures
______ talk to people
______ be myself
______ make up songs
______ do math

______ help people
______ work with machines
______ do things where I can move around
______ do things with my hands
______ try new things
______ build things
______ read

i. Group children according to interests shown from above inventory, have groups discuss books and films related to their areas.

j. Have each child choose a type of work he is interested in and act out the various duties involved in the work. Have him explain how this work suits his interests and how it benefits others.

k. Have each interest group collect pictures of workers in their area and make a collage of their work family.

l. Make a booklet about the workers you know and their jobs. Draw a picture of each worker, identify the person, his occupation, and his place of employment.

m. Draw or cut out pictures of workers to fit specific categories. Use file folders set inside a box, envelopes, chart holders, etc., for categorizing workers into areas -- workers that produce goods, workers that sell goods, workers that provide services.

n. Use the telephone book to add to the class list of workers and places of employment in the community.

o. Play the game of "If."
"If you need a prescription filled, to whom would you to?"
"If you wanted to know how to care for your pet, whom would you need?"

p. Have as visitors, resource persons representing different job families. Have each person wear his job outfit. Relate his job to the community and his interdependence on others.

q. Play What's My Line or Hat Game -- discussing the different jobs represented by different hats.

r. Discuss types of jobs that a handicapped person (skill or physical) could or could not handle and why. View film, "A Walk in Another Pair of Shoes," and discuss.

s. Read together and discuss The Story of Helen Keller.

t. Role play everyday work situations twice.
Workers not cooperating vs. workers cooperating with good results.
Rudeness toward customer vs. politeness toward customer.
Loafing and socializing vs. a good day's work.
Being bored and unhappy but paid more vs. enjoying job but getting paid less.

u. Walking field learning experiences to places of employment within the community (post office, bank)

v. To Tell the Truth Game. Use workers in the community and places of employment within the community for the topics. Divide into committees and decide which worker your committee will be. The rest of the class can each ask two questions before they vote.

w. Bingo-Job-O Make bingo cards using names of workers. Call out clues to the workers, instead of calling numbers. Also, Career Flash Cards.

x. Draw picture of occupation that each student would some day like to be working at.

y. Have class guess each occupation drawn and discuss competencies the student will have to have to obtain and hold the job.

z. Each student chooses ten different workers in his community and then narrows it down to the three he feels are the most important to him.

aa. Graph or tally the number of each kind of business seen on the walk; the number of parent's different occupations; the number of workers in each business.

bb. Role play in occupational garb, favorite job for first grade classes.

cc. Thank you letters to places visited.

dd. Each student decides which work he would like to do in his community and writes a story about his life as that worker.

Materials and Resources

Books:

Careers in a Bank, Davis, Mary
Careers in a Department Store, Dean, Jennifer Brooks
Careers in Baseball, Davis, Mary
Careers in Computers, Ray, Jo Anne
Careers in Football, Ray, Jo Anne
Careers in Hockey, Ray, Jo Anne
Careers in Printing, Davis, Mary
Careers with a Police Department, Ray, Jo Anne
Careers with a Telephone Company, Davis, Mary
Careers with a Television Station, Ray, Jo Anne
Careers with an Airline, Dean, Jennifer Brooks
Careers in Animal Care, Benson, Christopher
Careers in Education, Benson, Christopher
Careers in Agriculture, Benson, Christopher
Careers with the City, Benson, Christopher
Careers in Conservation, Benson, Christopher
Careers in Auto Sales and Service, Benson, Christopher
Communities and Social Needs, Laidlaw
I Want to Be --------- (Series of books) by Carla Greene,
    Children's Press (easy reading)
I Know a -------- (series on community helpers) G. P. Putnam & Sons

- Our Working World, SRA
  - Cities
  - Regions of the World
  - Neighborhoods
- Children's Dictionary of Occupations, CFI

Filmstrips:

- Neighborhood Workers, EBEC
- Working in Our Community, PCC
- The Jelly Bean Company, Part I and Part II, BFA
- Who Helps Us, BFA
  - The Fire Department
  - The Police Department
  - The Supermarket
  - The Service Station
  - The Dentist
  - The Library
  - The Post Office
  - The Laundry
- Producers and Consumers: Why Do People Work?
- Economic Interdependence: Can We Live By Ourselves?
- When I Grow Up I Can Be Series, BFA
  - A Builder
  - A Food Processing Worker
  - A Community Service Worker
  - A Mechanic
  - A Hospital Worker
- A Walk in Another Pair of Shoes, California Association of Neurologically Handicapped Children
- Worker Filmstrip Series, Coronet
  - Workers and Their Work
  - Workers Who Make Things
  - Workers Who Move Things
  - Workers Who Sell
  - Workers Who Provide Food
  - Workers Who Provide Services
  - Workers Who Fix Things
  - Workers in Professions
- Workers of the Community, Eye Gate
  - Auto Service
  - Supermarket Manager
  - Appliance Repairman
  - Bus Driver
  - Restaurant Helpers
- Medical Services in the Community, Eye Gate
  - Nurse
  - Doctor
  - Pharmacist
  - Optometrist
  - Dental Assistant
  - Veterinarian
- My Mother Works, Eye Gate
  - At Home
  - In an Office at Home
  - In a Business Office
  - In a Store
  - In a Profession
  - At a Surprising Job

Films:

Satellite Film Library

Dairy -- Farm to Door	M67
Workers Who Build Houses	M77
School Helpers	M233
Story of a Check	M248
Teacher: A Community Helper	M250
Why Fathers Work	RC154
Fireman	M86

Coronet Films
- Helpful Little Mailman
- What Shall I Be?
- Helpers at Our School
- Helpers in Our Community
- Workers Depend on Each Other

Other Materials:

- DUSO Kit, AGS
- Job Puzzles, DLM
- Career Study Prints, Sennet
- Helpers in the Community, Continental Press
- Teaching Pictures, Children's Music Center
- Listening Cassettes, Coronet
- Helen Keller, American Foundation for Overseas Blind, Inc.
- Yellow Pages of Learning Resources, Group for Environmental Education, Inc.
- The community itself
- Places of employment within the community
- Career flash cards
- Telephone book
- Art materials of booklets, pictures
- Parents

Resource People and Vocabulary:

- Pharmacist
- Policeman
- Restaurant Worker (cook, waitress)
- Clerical (secretary, file clerk, typist)
- Nurse
- Seamtress or Tailor
- Grocery Store Manager
- Farmer
- Janitor
- Librarian
- Postal Clerk
- Fireman
- Factory Worker
- Homemaker
- Telephone Man
- Teacher - Aide
- Truck Driver
- Doctor
- Newspaper Worker
- Dentist
- Street Maintance Man
- Occupation
- Community

Construction Worker
Career
Job Family
Skill
Competencies
Communication
Marketing and Distribution
Health Service
Insurance Agent
Variety
Agriculture
Transportation
Government
Mayor

Field Learning Experience:

Walk to Business District

Evaluation

Make a list of places seen on the walking field trip.

Participation in making class chart, in making buildings for floor map, in games giving clues and in giving answers.

The clarity, correctness, and number of ideas in a story about the field trip -- also in choice of work story and thank you letters.

Construction of a booklet on workers -- the quality of the work and the quantity of workers included.

Observing students as they put pictures of workers into categories on a bulletin board, flannel board, place chart envelopes.

Correctly graphing or tallying number of workers, workers in categories.

Participation in games -- Bingo-Job-O, Career Flash Cards.

To match 10 randomly chosen occupations with their job categories.

To decide when given 10 imaginary job hopefuls if applicant can find work in his town.

To tell if above applicant couldn't find a job, why he couldn't.

To describe at least three skills needed to be successful in a given occupation.

Using the vocabulary list, the student should be able to spell a selected number of words with 80% accuracy.

Using the vocabulary list, the student will select several words and be able to write a brief story about the world of work that will reflect his understanding of the words used.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Emergency Workers Primary

Concept

Many careers are involved in helping in emergency situations.

Developmental Objectives

To create an appreciation of the efficiency of our emergency system.

To develop an awareness of the complexity involved in operating our emergency system.

To create an awareness of the importance of an efficient emergency system.

Behavioral Objectives

Given this unit of study, students will be able to match pictures of emergency workers with stories of their jobs, with 80% accuracy.

Given this unit of study, the students will be able to portray jobs involved in an emergency situation, with 90% accuracy.

Students given specific information about an emergency situation will be able to list workers that are involved with this situation, with 90% accuracy.

Related Subject Areas

Language arts, social studies

Suggested Learning Activities

a. A discussion of emergency situations can introduce this unit.

b. With a library display as a source of information, groups of students will prepare and deliver reports on jobs of emergency workers.

c. After viewing visual aids and hearing the group reports, the class will visit emergency workers in the community. Example: firehouse, police station, hospital, etc.

d. Upon completing the unit, groups of students will act out certain emergency situations, assuming the roles of the emergency workers involved.

Materials and Resources

Local emergency workers

Books:

Police; the Work Equipment and Training of Our Finest, Carroll Colby, Coward-McCann, 1954
I Want To Be a Policeman, Carla Greene, Children's Press
Let's Go to the Police Station, Laura Sootin, Putnam, 1957
Police Dog in Action, Clarke Newton, Dodd Mead, 1974
Emergency Room, Anita Feagles, Cowles, 1970
Let's Go to a Hospital, Diana Hammond, Putnam, 1959
The Emergency Room, Eleanor Kay, Watts, 1970
Come to Work with Us in a Hospital, Jean Wilkinson, Sextant Systems, 1970
Let's Take a Trip to a Firehouse, Naomi Buckheimer, Putnam, 1956
A Visit to the Firehouse, James Collier, Norton, 1966
The Big Book of Real Fire Engines, Elizabeth Cameron, Grosset, 1958
Smoke Jumpers and Fire Divers; Firefighters of Forests and Harbors, Terry Shannon, Golden Gate, 1969
First Book of Firemen, Mary Elting, Watts, 1951
I Want to Be a Fireman, Carla Greene, Children's Press, 1959
Let's Find Out About Firemen, Martha Shapp, Watts, 1962
True Book of Policemen and Firemen, Opal Miner, Children's Press, 1954
The Emergency Book, Jeanne Bendick, Rand McNalley, 1967

Films:

Cities and Protection: Protecting Lives and Property; ABC - McGraw Hill, 1967
The Policeman; EPF, 1954
Communications and the Community, Churchhill, 1964

Evaluation

Upon completing the unit, the student will be given specific information about emergency situations, and will then list the workers involved.

Community Helpers Primary

Concepts

Work has dignity.

There is a wide variety of careers.

There is a wide variety of occupations which may be classified in several ways.

Individuals work to meet personal and social needs.

Developmental Objectives

To develop an awareness of the many jobs in our community.

To develop an awareness of the responsibilities of the job.

Behavioral Objectives

Given an opportunity to become familiar with the many jobs in our community, the children will be able to state the roles of the community helpers with 90% accuracy.

Given the duties of the community helpers, the children will be able to demonstrate two of the jobs with 95% accruacy.

Related Subject Areas

Math, art, social studies, language arts

Suggested Learning Activities

a. Make a booklet of the community helpers that are studied.

b. Match pictures of community helpers with jobs they have.

c. Discuss the people and their jobs in your community.

d. Visit as many places of business in your community to see people in action (bakery, fire department, doctor's and dentist's offices, grocery store, furniture store, police station, florist, etc.).

e. After visiting these places, write thank-you notes to show appreciation.

f. Put pictures of community helpers up in the room.

g. Make job charts.

h. Play community helpers lotto.

i. Make riddles of community helpers jobs.

j. Role play the jobs of each community helper.

k. Dress up with uniforms of various community helpers.

l. Have people come into the room for the places you cannot visit.

m. Count the community helpers you talk about.

o. Learn songs which go along with community helpers.

p. Use puppets to role play and act out the jobs.

q. Discuss which job they would like to have in their community.

r. Paint pictures of the various community helpers doing their jobs.

s. Use hats to relate the jobs of our community helpers.

t. Use flannel board characters to demonstrate the community helpers.

u. Dot-to-dot pictures of community helpers.

Materials and Resources

Record:
People in Your Neighborhood -- Sesame Street

Films and Filmstrips:
Who Helps Us, Series -- BFA Educational Media
When I Grow Up I Can Be, Series, BFA Educational Media
Helpful Little Fireman
Your Fire Department
The Banker

- Satellite V Film Library
  - Teacher: A Community Helper, M250
  - Policeman, M219
  - Fireman, M86
  - School Helpers, M233
  - What Is a Community?, V73
- Worker Series, Coronet
  - Workers and Their Work
  - Workers Who Move Things
  - Workers Who Make Things
  - Workers Who Sell
  - Workers Who Fix Things
  - Workers Who Provide Food
  - Workers Who Provide Services
  - Workers in Professions
- Workers of the Community, Eye Gate
  - Auto Service
  - Supermarket Manager
  - Appliance Repairman
  - Bus Driver
  - Local Newspaper Printer
  - Restaurant Helpers
- Medical Services in the Community, Eye Gate
  - Doctor
  - Nurse
  - Pharmacist
  - Optometrist
  - Dental Assistant
  - Veterinarian
- Helpers in our Community, Coronet

Books:

- Come to the City - Tensen
- Bob's Story of Retail Food Market - Smith
- Sesame Street Book of People and Things
- Let's Visit the Fire Department - Peterson
- Careers with a Telephone Company - Davis
- Careers in Auto Sales and Service - Benson
- Careers in a Television Station - Ray
- Careers in a Bank - Davis
- Careers in Printing - Davis
- Careers with a Police Department - Ray

Games:

- Ed-u-cards - Jumbo Lotto - Set 1 - Community Helpers
- Puzzles with Community Helpers - (Judy and Playskool)
- Playskool Village
- Occupations
- Job Puzzles, Developmental Learning Materials

Fingerplays:
- Ten Little Firemen
- Supermarket Checker

Songs:

Singins Fun - Webster Division - McGraw Hill
- Five Little Firemen - 47
- The Filling Station Man - 48
- Policeman - 50
- Our Milkman - 51
- The Bakery Truck - 53

Making Music Our Own - Silver Burdett
- Mister Policeman - 9
- The Postman - 123
- Fire Down Below - 57

The First Grade Book - Ginn
- The Barber - 76
- The Fireman - 78

Rime, Rhythm and Song
- The Policeman - 22
- Groceryman - 18
- Newsboy - 53
- The Postman - 30

Other Material:

Listening Cassettes, Coronet

Teaching Pictures, Children's Music Center
Home and Community Helpers

Helpers in the Community, Continental Press

DUSO Kit, AGS

Evaluation

Have the children identify themselves with the job they would someday like to do.

Determine if the children enjoy seeing what happens in the business.

Have each child role play several occupations and observe for accuracy of details and understanding.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Learning about the Hospital Primary

Concept

Job specialization creates interdependency.

Developmental Objectives

To develop the understanding that a hospital is a place where sick or injured people go to be helped back to good health. It is also a place where babies are born.

To create an awareness that there are many different kinds of occupations necessary to operate a hospital.

To develop an understanding of the interdependence of hospital workers.

To develop an awareness that there are highly trained people working at the hospital -- doctors, nurses, lab technicians, etc., and that these people often use special equipment for the care of their patients.

Behavioral Objectives

Given this unit of study, children will be able to match pictures of a thermometer, stethoscope, X-ray machine and bandage with names.

Upon completion of visits of various hospital personnel and/or field learning experience, the children will be able to state at least three duties of a doctor, nurse, medical technologist, and dietitian.

Given a bulletin board showing the various areas in a hospital, the children will put the cut-outs of a doctor, nurse, dietitian, X-ray technician, pharmacist and nurse caring for a tiny baby in their appropriate area -- emergency room, patient's room, kitchen, X-ray, pharmacy and nursery.

Related Subject Areas

Health, social studies, science, art, language arts

Suggested Learning Activities

a. Initiate unit by taking a survey to determine hospital workers that children are aware of. Point out the different services such as: administration, clerical, x-ray, pharmacy, maintenance, housekeeping, laundry, kitchen, volunteer, laboratory, and emergency.

b. Disucss what it is like at a hospital. (Chapter 6, Health and Growth; S. Scott Foresman and Co.)

c. View Knowing About Growing, WVIZ-TV, Channel 25 (deals with health; one segment specifically deals with a visit to the hospital.)

d. Read Curious George Goes to the Hospital, H. A. and Margaret Rey.

e. View relevant filmstrips.

f. Discuss the people who provide these services and their interdependence.

g. Class will work in groups and research the duties of the workers in their groups. Resource people could tell the students about their jobs.

h. Create a bulletin board with children's drawings of hospital workers.

i. Examine and use various medical equipment -- stethoscope, thermometer, bandages, X-rays.

j. Invite some hospital workers -- doctor, nurse, lab technician, dietitian, etc., to speak to class.

k. Prepare scrapbooks for children in hospital.

l. Write stories about experiences in hospital.

m. Take a special look at the emergency room and its function.

n. Learn about volunteer help such as "gray ladies" and candy stripers.

o. Visit a hospital, if possible.

p. Discuss manners of a good visitor.

q. Develop a mock "day in the hospital" with students roleplaying patients, doctors, nurses, and other hospital workers. (Construct nurse's caps, etc.)

Materials and Resources

Resource persons:
- doctor
- nurse
- medical technologist
- dietitian
- physical therapist
- volunteer helper
- X-ray technician

Field Learning Experience:
- Visit a hospital

Books:
- Let's Go to the Hospital, Diana Hammond, G. P. Putmam and Sons, 1959
- A Hospital: Life in a Medical Center, Paul J. Dreegan, Creative Ed. Soc., Inc., 1971
- The Emergency Room, Eleanor Kay, RN, Franklin Watts, Inc., 1970
- How Hospitals Help Us, Alice Meeker, Benefic Press, 1962
- Linda Goes to the Hospital, Nancy Dudley, Coward
- Curious George Goes to the Hospital, H. A. and Margaret Rey, Houghton Mifflin
- Johnny Goes to the Hospital, Josephine Sever, Houghton Mifflin
- Elizabeth Gets Well, Alfons Weber, Crowell, 1970
- Come to Work With Us in a Hospital, Jean and Ned Wilkinson, Sextant Systems, 1970
- Let's Find Out About the Hospital, Kay, Watts
- What Happens When You Go to the Hospital, Shay, Reilly and Lee
- Health and Growth, Scott, Foresman & Co.
- Doctors and Nurses: What Do They Do?, Harper

Films & filmstrips:
- New World for Peter
- Medical Services in the Community, Eye Gate

Other materials:
- Health Services Occupations , Transparency prints

Evaluation

The Health and Growth: 2 Textbook (see iniating learning activities) has a simple true and false test at the end of the chapter dealing with the hospital. This can easily be adapted to evaluate the overall effectiveness of the unit.

Invite two of the resource people to observe roleplaying and help evaluate the children's project.

The Librarian Primary

Concept

Occupations exist for a purpose.

Developmental Objectives

To develop an understanding of the work of the librarian.

To comprehend the importance of a librarian's service to the public.

Behavioral Objectives

Given a trip to the library, the child will be able to identify the various library workers and list the duties of a librarian.

Given a roleplaying situation, the child will be able to tell about the work of librarians and act out the services they perform.

Related Subject Areas

Writing, language arts, math, social studies, art, music

Suggested Learning Activities

a. Read the story I Want to Be a Librarian to create interest in the occupation.

b. Prepare children for a walk to the public library.

c. Show the children the various parts of a book--title page, author, copyright, illustrator, index.

d. Discuss the school library and compare it with public libraries.

e. Interview the school librarian, public librarian, and college librarian. Also interview other library workers. (catalogers, reference workers).

f. Ask the children to bring a favorite book from home or library. They may tell the class about it by illustrating it or talking about it.

g. Make a chart to list the ways to take care of a book.

h. Prepare a chart of library rules.

i. Set up a small library in the room. Roleplay to show how to find a book and check one out.

Materials and Resources

I Want to Be a Librarian, Carla Green
How Can I Find Out, Mary Bongeorno
Career Pictures--Weekly Reader Career Awareness Program-Librarian

F.S. Library Series
The Book
The Card Catalog
Dewey Decimal System
Encyclopedia
Use Your Library
The Dictionary 1,2
Look-It-Up
Introduction to the Library
The Book
The Card Catalog
Dictionaries

Who Helps Us, BFA, The Library-F.S. and Cassette
Services of the Community, Eyegate
Librarian

Evaluation

Shown various parts of a book, the child will be able to identify them with 90% accuracy.

Play the game I'm thinking of . . . and the children will answer correctly 100% of the time.

Example: I'm thinking of a book that has many words in it. They are all alphabetized and the meaning of the word is given. I'm thinking of a (dictionary).

Television Primary

Concept

Job specialization creates interdependency.

Developmental Objectives

To develop an appreciation of the many different specialists needed to produce television programs.

To develop an appreciation of the interdependency of television specialists.

To develop an appreciation for television.

Behavioral Objectives

Given a list of ten television specialists, the student will describe the duties and work skills, with 90% accuracy.

After visiting a television studio, the students will be able to describe orally or in writing, the specialists and duties involved in producing a television show, with 80% accuracy.

Upon completion of the unit, the student will participate in a classroom television production.

Related Subject Areas

Language arts, math, social studies, art

Suggested Learning Activities

a. Discussion about favorite television programs.

b. Discussion about television programs viewed at school.

c. Create a bulletin board display with drawings of television personalities, news items heard on television, and television reviews.

d. List specialists that children think are necessary to produce a television program.

e. Research television specialists and compare with above (d) list.

f. Choose two specialists for further study.

g. Visit a television studio.

h. Videotape a classroom activity.

i. Produce a classroom television program with live audience.

Materials and Resources

Resource persons:
personnel from Ashland College Television Department

Field Learning Experience:
Guided tour of Ashland College television facilities

Media:
Educational television programs
Listening cassette: "Percy Parrott and the T.V. Reporter," Coronet

Books:
I Want to be a Weatherman, Eugene Baker, Children's Press, Chicago, 1972
Television Works Like This, Jean and Robert Bendick, McGraw-Hill, New York, 1965
Your Place in Television, Edwin B. Broderrick, David McKay Co., Inc., New York, 1954
The Grammar of Television Production, Desmond Davis, Barrie and Rockliff, London, 1960
Behind the Scenes of Television Programs, Leon Harris, J. B. Lippincott Co., Philadelphia, 1972
Television: How It Works, Tad Harvey, G. P. Putnam's Sons, New York, 1968
Television by Design, Richard Levin, The Bodley Head, London, 1961
What Happens at a Television Station, Arthur Shay, Henry Regnery Co., Chicago

Evaluation

Administer test to describe ten television specialists.

After television production, ask other teachers to evaluate program; have the children do an evaluation of the program, and record children's reaction to the program.

Keep on Truckin' — Primary

Concepts

Cooperation among workers is essential.

Some workers provide goods, others provide services.

Specialization leads to interdependency among people.

Work has dignity.

Developmental Objectives

To develop an awareness of the different types of trucks and their duties.

To develop an understanding of truck drivers and what they do.

To create an appreciation of trucks and truck drivers.

Behavioral Objectives

Given an opportunity for role playing, the children through activity will demonstrate knowledge of the duty of a particular truck and driver with 95% accuracy.

Given the materials, the children will be able to construct a model truck illustrating its type with 90% accuracy.

Given a picture of a certain type truck, the child will be able to state the type of service it performs or the type of cargo it carries with 100% accruacy.

Related Subject Areas

Literature, social studies, music, art, physical activity, shape perception, mathematics, science

Suggested Learning Activities

a. Define travel: When people go from one place to another, we say that they travel. Children travel when they leave home and come to school.

b. Read the poem "How Do You Travel to School?" Virginia S. Brown (car, bus, walk, bike). Divide the class into four groups. Assign each group a means of transportation mentioned in "How Do You Travel to School?" Say the poem and ask each group to act out their lines. Repeat the poem and have the children act out a different line. Vary the action by substituting words like run, skip, hop, rush, jump, hurry, for walk.

c. Make a yellow school bus. Have all the children take turns helping paint a large box in which two or more children can sit. After the yellow paint dries, children may paint wheels, windows, headlights, tail lights. Use in role playing.

d. Discuss behavior on bus and the responsibility of the driver.

e. Discuss modes of travel; foot, bicycle, motorcycle, car, taxi, bus, trucks, boat, plane, and helicopter.

f. Sing and pantomime modes of travel:

A-riding we will go
A-riding we will go
We'll drive a car
Honk, honk, arr, arr
A-riding we will go.

A-riding we will go
A-riding we will go
We'll climb on a bus
Make way for us
A-riding we will go.

A-riding we will go
A-riding we will go
We'll pedal our bike
Up and down all we like
A-riding we will go.

A-riding we will go
A-riding we will go
Bump-bump in a truck
We'll never get stuck.
A-riding we will go.

g. Discuss the importance of truck drivers.

h. Discuss different types of trucks. Some trucks are small; some trucks are large.

Samll pick-up trucks carry packages to and from stores.

Large trailer trucks carry cars and machinery. They can also carry a whole house.

Milk trucks carry dairy products.

Moving vans carry furniture and household goods when we move from one home to another.

Dump trucks carry materials such as coal, sand, and gravel. The materials are dumped out when the driver tilts up the back of the truck; the back gate opens and the load slides out.

A garbage truck grinds up the garbage that is put into it.

A street-cleaning truck picks up paper and leaves, sprinkles the street and sweeps it clean.

A repair truck has an elevator platform for men to stand on while repairing traffic lights, cutting branches of trees, or doing any other job high off the ground.

A fire truck rushes men to a fire to help put the fire out.

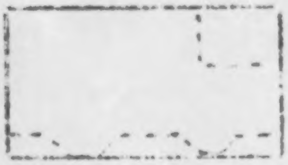
A snow truck clears snow from the streets and hauls it away.

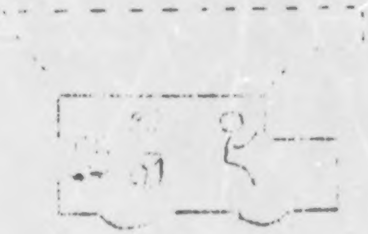
A people truck which carries people to and from many places is a bus.

i. Read the poem "Country Trucks" Monica Shannon. The poem tells what big trucks carry.

j. Play with an assortment of toy trucks made available in the classroom.

k. Make a truck. Fold a sheet of paper in half. From one corner on the folded edge, cut out a square shape. At the bottom, open edge, the children may either draw in crayon the base of the truck and its wheels and cut along these guidelines, or cut four circles from colored paper and paste them as wheels on both bottom edges of the folded paper. Have the children color their trucks. On the inside of the truck, the children may draw, or cut out pictures and paste, any object which his truck may carry.





l. Take a walk noticing the different types of trucks seen. Discuss what these trucks carry or do. (Take photographs of these trucks for later evaluation)

m. Display pictures of people whose occupation requires trucks. (e.g. firemen, etc.)

n. Some methods of traveling are fast and some are slow. Pantomime horses and turtles.

o. Sing and pantomime:

A-riding we will go
A-riding we will go
So fast on a horse
Clip-clopping, of course
A-riding we will go.

A-riding we will go
A-riding we will go
On a turtle's shell
So slow we could yell.
A-riding- we will go.

p. Show live turtle, if possible. Read folk tale about the Tortoise and the Hare.

q. Explain facts about turtle:

A turtle can swim in water and crawl on land.
He has a head, four feet, a tail, and a shell.
He can pull his head, tail and feet into his shell.
A turtle eats worms, insects, lettuce, fish food and bits of canned fish.

r. Make paper plate turtle. Turn paper plate upside down. On this side, the child can make turtle markings. Cut out four legs, a head, and a tail from squares of green paper. These can be pasted on the underside of the "shell rim."

Materials and Resources

Community persons who operate a truck for a living.

Poems:

"Country Trucks" - Monica Shannon
"How Do You Travel to School?" - Virginia S. Brown
"Wheels" - Kathryn Jackson

Books:

How Do You Travel? - Miriam Schlein
The Giant Nursery Book of Things That Go - George Zaffo
Follow the Road - Alvin Tresselt
ABC of Cars and Trucks - Anne Alexander
Truck Drivers: What Do They Do? - Carla Greene
If I Drove a Truck - Miriam Young
Truck Cargo - June Behrens
Trucks on the Highway: Pickup, Panel, Flatbeds, Rigs, and Special Purpose - Colby

Records:
"Going For a Ride" - Sesame Street

Filmstrips:
- Transportation series, BFA
  - What You'd See at the Bus and Truck Terminals
  - Who Works at the Bus and Truck Terminals
- Workers of the Community series, Eye Gate
  - Bus Driver

Films:
- Moving People in the Community, Coronet
- Moving Goods in the Community, Coronet

Pictures:
- Weekly Reader Career Awareness Program - Transportation
- Visual Products Division, 3-M - Transportation Occupations

Evaluation

Using a slide presentation of various types of trucks discussed, children should be able to tell what each one does or carries.

Determine accuracy of model trucks constructed by each child.

Observation of role playing to determine accuracy and amount of knowledge shown by each child.

Transportation Intermediate EMR

Concept

The Post Office workers are dependent upon transportation.

Developmental Objectives

The children will discover that the post office workers are dependent on various types of transportation to deliver their service.

The children will be aware of the duties of a mail deliverer.

The children will understand the procedure of mail delivery.

The children will learn the various forms of transportation needed to deliver mail.

Behavioral Objectives

The students will verbally state, with 90% accuracy, the forms of transportation needed to deliver mail.

Following a field learning experience to the post office, the students will verbally state, with 90% accuracy, the duties of a postman and the positive personal characteristics he displays while on the job.

The students will write a letter and address an envelope, with 95% accuracy.

The students will construct a diorama of the post office, with 85% accuracy.

The students will accumulate and trade stamps correctly, while observing the classroom rules on stamp collecting.

The children will do research on a given form of transportation, compile it in book or television form and be rated by their peers as to degree of proficiency.

Related Subject Areas

Language arts, social studies, art, music, science, health

Suggested Learning Activities

a. Discuss with the student what transportation is.

b. Ask children to name various kinds of transportation.

c. Talk about the post office and what kinds of transportation postal workers depend on to deliver the mail.

d. Cut a large circle into puzzle pieces. Ask each child to draw a picture of some type of transportation that is used by the post office. When the children are finished, have them put the puzzle together.

e. Use the above activity for a bulletin board. Discuss interdependency and how all these types of transportation work together to help each other.

f. Discuss how mail was delivered in the earlier days. Compare this to the ways mail is delivered today.

g. Read stories on the post office.

h. Children will view filmstrips and films related to the post office.

i. Discuss transportation people needed to move mail (truck driver, pilot, ship captain, train engineer, mailman). Show filmstrips and read books related to these workers.

j. Have children draw their own picture of a type of transportation and the worker involved. Compare different kinds ofclothes, safety measures, tools, responsibility needed and used by these workers. Discuss the kinds of weather which may affect these types of transportation. Use this activity for a bulletin board activity.

k. Discuss and imitate some of the different sounds that transportation workers hear while at their jobs.

l. Have children write letters to each other and correctly address an envelope.

m. Discuss the duties of a postman.

n. Discuss the good personal characteristics a postman needs.

o. Visit the local post office. Have children buy stamps at the post office for their letters. Ask the guide to use their letters to illustrate the mailing process.

p. Write a thank-you letter to the post office.

q. Have children tell, in words and picture, what they liked best at the post office. Develop this into a bulletin board.

r. Students work together as a group to create a booklet illustrating their visit to the post office.

s. Have children make a diorama of a post office.

t. Have children collect and trade various kinds of stamps. Start an activity to see who acquires the most diverse collection. See if bonus stamps can be given if a picture of a form of transportation is found on a stamp.

u. Have students write poetry and short stories about their favorite kind of transportation worker.

v. Consult songbooks for transportation songs; e.g. "I've Been Working on the Railroad" and "Leaving on a Jet Plane."

w. Assist students in compiling a list of words related to transportation jobs.

x. Have children create riddles about transportation.

y. The children could each make their own matching card game, matching a transportation vehicle to its driver.

z. The children will find transportation words related to mail delivery in a Seek and Find puzzle.

aa. Children will be placed in groups of four, and assigned a form of transportation relating to mail. They will research their form of transportation and compile it into book form or television box form. The appointed leader will present their activity (with group help) to the class. A vote may be taken by the class as to which group did the best research.

Materials and Resources

Field Learning Experience:
    Post Office

Media:
- Weekly Reader Career Awareness Pictures, Xerox Corp. Publishing
- Jr. Postman Booklet, Post Office
- Transportation Occupations, (Transparency Prints) 3M (Barr)
- Teaching Pictures, "Transportation," Children's Music Center
- Story of America, Transportation Classroom Pictures, Informative Classroom Picture Publishers, Grand Rapids, Michigan

Films & filmstrips:
- The Post Office, (Who Helps Us), BFA
- Workers Who Move Things, Coronet
- How Does It Get There?, Post Office
- Helpful Little Mailman, Coronet
- Moving Goods in the Community, Coronet

Books:
- About Postmen, Melmont Publishers Inc., Chicago
- Your World, Let's Visit the Post Office, Tayler Publishing Co.
- Mr. Mailman, Albert Whitman and Co., Chicago

Records:
- "I've Been Working on the Railroad"
- "Leaving on a Jet Plane"

Evaluation

Children will be placed in groups of four. They will be assigned a form of transportation related to mail, do research on their transportation and compile it into book form or television box form. The appointed leader and group will present their activity to the class. A vote may be taken by the class as to which group did the best research.

Check children's statements of forms of transportation needed to deliver mail, duties of postmen, letters, dioramas, etc. (see behavioral objectives).

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Learning About Carpentry Primary

Concept

Occupations exist for a purpose.

Developmental Objectives

To develop an awareness of the important contributions carpenters make to the world of work.

Behavioral Objectives

Upon completion of the unit, the student will be able to list on lined paper, in twenty minutes, by Proper Name, with 80% accuracy, a minimum of ten tools used by carpenters.

Students will become familiar with the tools of carpenters and supplies of the lumber yard by constructing a "Career Workers" puzzle on a 12" x 17" sheet of masonite for the kindergarteners to use.

Upon return from the lumber yard, the student will be able to draw on 9" x 12" white paper a map of the route taken and draw a three-part sequential picture on folded 4" x 12" white paper of the important tools and materials seen.

Related Subject Areas

Social studies, art, safety, language arts, mathematics

Suggested Learning Activities

a. The unit was initiated with stories from our reading series (Ginn 360) about our Workaday World--Night Workers, Machines, etc.

b. Also through our Social Studies text a discussion of the importance of educational training, role responsibility, Economic Challenge, etc., was carried on.

c. A guest speaker (Teacher from our school Shop) spoke to the fourth graders about tools used, safety, etc.

d. The class toured the Wood Shop and saw Jr. High School students working with saws, grinders, sanders, etc.

e. Books were read aloud and silently about carpenters, building homes, etc.

f. Movies and filmstrips were shown.

g. Students were asked to bring in colorful pictures from magazines, calendars, etc., depicting people at work. These were put in a scrapbook segregated as to job types.

h. Puzzles were constructed depicting pictures of people at work. Several 12" x 17" color pictures were purchased to use for the puzzles. Masonite was purchased and part donated from the lumber yard.

i. Students glued these onto the masonite. They then put three coats of shellac over the picture and one coat on the back of the masonite. Drying time was allowed between coats.

j. Techniques of holding the brush correctly, stroking in one direction, and following the grain of the wood were imparted.

k. Using Jig Saws, the 8th grade shop students cut the masonite into the individual puzzle pieces by following an outline overlaid onto the picture.

l. The fourth graders decorated cigar boxes and/or two pound coffee cans to be used as containers for the puzzle pieces. The outside of the container was labeled with the puzzle title. The containers were selected for easy stacking.

m. Each individual puzzle's pieces were numbered on the back with the same number for ease in later identifying mixed puzzle pieces. (Approximately 16 4" x 4" pieces were cut from each puzzle).

n. The fourth graders wrote paragraphs about their career pictures, after researching these in library books and discovery card sets.

o. During the unit, a Spelling Chart, entitled "Fill Your Carpenter's Tool Box" was kept on the bulletin board.

p. The room walked on a field learning experience to a local lumber yard to observe tools, procedures, etc. used there. The route we walked (Streets, etc.) were carefully pointed out. Guides at the lumber company pointed out types of wood, instruments, tools, methods, of shipment, etc.

Materials and Resources

Resource People:
Industrial Arts Teacher
7th and 8th grade students in shop
Art Teacher
Mr. Donald Winbigler, President of Winbigler Lumber Company in Jeromesville, Ohio

Field Learning Experiences:
Industrial Arts Shop at school
Winbigler Lumber Company
W. Main Street
Jeromesville, Ohio

Books:
The Little Carpenter, Stanley Tools, Division of The Stanley Works; New Britain, Conneticut 06050
Children's Dictionary of Occupations by William E. Hopke and Barbara M. Parramore, Career Futures, Inc.; Philadelphia, U.S.A., 1974

Texts:
Web of the World (Interdependence of People and Places) Macmillan Publishing Co., Inc. 1973
All Sorts of Things Reading 360 Ginn and Company 1973 - Level 10

Films & Filmstrips:
The Jelly Bean Company: Making and Selling Goods, BFA Educational Media
The Working Woman, Madison Wisconsin 2896 vec
Satellite V Educational Film Center
Economics: Workers Who Build Houses, V 17

Other Materials:
Picture Teaching Sets: 1966 David C. Cook Publishing Co., Elgin, Ill. 60120 U.S.A.
Resource Sheets by Alma Gilleo
My Community
School and School Helpers
Transportation
Learning about Careers
Home & Community Helpers
Career Brief and Job Guide Cards; Careers Inc.; Largo, Florida 1972

Supplies:
35 pieces of 12" x 17" (1/8 inch thickness) masonite
three 1½ inch brushes, 1 pint brush cleaner
Elmer's Glue, 1 quart 3 pound white shellac

Evaluation

Students to list with 80% accuracy on lined paper in twenty minutes by Proper Name a minimum of ten tools used by carpentars.

Thirty-five puzzles were constructed showing quality pictures of people in various careers. Evaluation was teacher observation of smiles and enthusiasm shown by both fourth graders and the kindergarteners putting the pieces together.

Students were able to draw the map of the route walked to the lumber yard, correctly spelling street names and writing them with Capital letters.

Students accurately drew pictures showing the sequence of materials and tools seen at the lumber yard.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Workers Who Build Houses Primary

Concept

Many occupations are necessary to build a house.

Developmental Objectives

To develop an awareness of the many workers needed to construct a house.

To develop an understanding of the specific duties or work skills of those people.

To develop an awareness of the responsibilities involved and the interdependency of each worker's job with the next person's.

Behavioral Objectives

Given this unit of study, the children will be able to match a worker with his tools with 80% accuracy.

Upon completion of a unit of study on workers who build houses, each child will be able to state how at least two jobs are interdependent.

Given the materials, the children will build a model house (or birdhouse).

Given paper and crayons, the children will draw their house.

Related Subject Areas

Math, social studies, art, language, writing

Suggested Learning Activities

a. Have area resource people come in to talk to the children (i.e., excavator, carpenter, plumber, electrician, brick mason, etc.)

b. Children will bring in pictures of houses to be mounted on a large board and shellacked as a collage.

c. Using scrap lumber, the children will make a model house.

d. Children will write letters to thank the speakers who come.

e. Roleplaying -- children will take turns being certain workers.

Materials and Resources

Books:

Your World: Let's Build a House, Billy N. Pope and Ramona Ware Emmons, Taylor Publishing Co., 1966
Let's Find Out About Tools, Eleanor and Ted Wiesenthal, Franklin Watts, Inc., 1969
How to Draw Houses, Arthur Zaidenberg, Abelard - Schuman, 1968
What Kind of House Is That?, Harry Devlin, Parent's Magazine Press, 1969

Films & filmstrips:

Homes in the City
We Build New Houses
When I Grow Up I Want To Be: A Builder (White Associates)
Workers Who Build Houses (V17, Satellite Film Library)

Other Materials:

Career Pictures, Construction, Weekly Reader - Xerox
Transparency Prints, Construction Occupations (3M)

Evaluation

Note child's responses during discussion to see if he/she has acquired desired learning.

Observe children's cooperation in projects.

Give written test; child (1) matches the worker and his tools and (2) puts jobs to be done in numerical order, with 75% accuracy.

Constantly evaluate each child's contributions during group work.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Workers Long Ago Primary

Concepts

People work to meet personal and social needs.

Occupations are influenced by environment.

Technological and sociological changes eliminate and create jobs.

Cooperation and interdependency, due to specialization, among workers is important.

Developmental Objectives

To develop an awareness of changing jobs as communities have changed.

To compare and contrast adult jobs and children jobs of today with jobs of long ago.

To become aware of the roles played by cooperation and interdependency among pioneer workers.

To become aware that work involves both mental and physical abilities.

To understand the need and use of bartering among workers long ago.

To develop an appreciation and understanding of the pioneer spirit, customs, crafts, and way of life.

Behavioral Objectives

When the student is presented with a variety of pictures of workers, the student will identify with 100% accuracy those pictures which are similar to jobs today and those pictures which are similar to jobs long ago by placing the picture under the correct caption or heading.

Upon completion of the pioneer unit, the student, when presented with a picture or transparency of a pioneer worker, will orally state one reason why the worker is using both physical and mental abilities in that particular job.

Upon completion of the pioneer unit, the student will list five different kinds of jobs that pioneers did and will write one sentence for each to describe the need for that particular kind of work with 100% accuracy.

Given a list of goods and services, the student will select and underline the ones a pioneer family could provide themselves and will select and circle the ones a pioneer family must barter or pay for, completing the activity within 30 minutes.

Given the same list of goods and services, the student will select and underline the ones his own family can provide for themselves and will select and circle the ones his family must pay for, completing the activity within 30 minutes.

When presented with pairs of jobs representing workers today and workers long ago, the student will choose one pair of workers to pantomime or role play accurately enough to allow at least one class member to identify the worker of long ago and the corresponding worker of today, within 5 minutes.

When given paper, reference books and various drawing and cutting tools, the student will construct one picture or diorama to show at least one worker of long ago. The picture or diorama will be correctly labeled as to the name of the worker and at least one service performed or one type goods made by him.

Given a worksheet with the names of various pioneer workers and diagrams of characteristic activities/tools, the student will label the pictures with the name of the pioneer worker with 100% accuracy.

Given a list of items found in pioneer schools and in schools today, the student will label the items of long ago with "L" and items of today with "T" with 90% accuracy.

Related Subject Areas

Social studies, science, economics, math, art, language, reading

Suggested Learning Activities

a. Fill in chart (see samples) on ancestry, places where they located, kinds of work, homes, and special interests.

b. Read books on pioneers and colonial life.

c. Make illustrations or collages to show workers of long ago with typical tools. Label picture with the name(s) of the worker and the kind of services he performed or goods he made.

d. Who Am I? riddles. See samples.

e. Study nonstandard ways pioneers used to measure items (pinches, handful, paces). The pioneer used to measure the land for his claim by paces; 84 paces each way made an acre.

f. Discuss interdependency of pioneer workers and what would happen if someone failed to do their work. Roleplay situations in pioneer life.

g. Learn songs about pioneers and their activities, or songs representative of pioneer times. Dances accompany some songs. (see samples)

h. Build a model of a pioneer or colonial town. Create jobs as the need arises in the model town. Discuss each new job and which student will do it. When there are more jobs than students, discuss the need for more people to move into the town and the need for more services and products.

i. Hold a fashion show, using the students to model or using puppets to depict the styles from long ago. Students can dress to depict a particular pioneer or colonial worker. Let's Be Early Settlers with Daniel Boone by Peggy Parish gives detailed instructions on making pioneer costume, apron, bonnet, fringed shirt, coonskin hat, rifle, shot pouch, powder horn, hunting knife, sheath, cradle, broom, etc.

j. Set up a trading post using the barter system. This activity could be done in connection with the model pioneer town and roleplaying of each job by a student. The items to start the trading post could be unclaimed lost and found, paperback books, etc. Exchange goods for goods. Discuss why the barter system was used in pioneer days and the need for it today.

k. Visit the Cleo-Redd Fisher Museum in Loudonville. A videotape is available on the museum through Mr. Cassill, Loudonville High School.

l. Visit the Log Cabin in downtown Loudonville. Contact Mrs. Grant, Loudonville, for arrangements.

m. Visit COSI, the Center of Science and Industry, in Columbus to tour a model of a pioneer town, with a silent film, paper-making, historical replicas in the Street of Yesteryear and to see demonstrations of pioneer crafts.

n. Visit German Village, Columbus, to see hand made craft items and demonstrations of candle-making by dip and pour methods.

o. Write stories about My Life as a Colonial Girl (or Boy), My Life as a Blacksmith in ______________, My Life as a Miller in ______________, What my Dad Might Have Done if He Lived in 1700 in ____(town)________, What my Mom Might Have Done if She Lived Two Hundred Years Ago, etc.

p. Discuss and compare colonial and pioneer furniture with that of today in homes, schools, churches, and stores. Construct models of furniture from cardboard, salt clay, flour paste, sticks, pipe cleaners, toothpicks, and cotton. See Let's Be Early Settlers with Daniel Boone by Peggy Parish for instructions and diagrams. Items could include jack bed, trundle bed, dry sink, bed warmer, braided rug, clothing rack, etc.

q. Work with a partner to tell a story to the class about pioneer life through picture reading. A good set of pioneer pictures is: Pioneer Days -- Visual Teaching Portfolio.

r. Make an individual or class chart to list things at home and at school that pioneers did have and did not have. Compare classroom student jobs of today with pioneer days.

s. View demonstrations and participate in quilting, making rag dolls, corn husk dolls, weaving, soap making, quill pen writing and stenciling. Do simulated weaving by using strips of paper. (See Early Years Magazine pp. 34-36, February 1975 on candlemaking directions.)

t. Hold a class meeting on the topic: If your family was alone on an island for one week, what would you need to survive? Which could you do or make yourself?

u. Make a collection of old recipes and try some in class using an electric skillet or the cafeteria facilities. Discuss differences in colonial eating habits, typical foods and meals, table manners, table utensils and wooden trenchers, and measurement in recipes. Make bread, butter, ice cream, corn bread, maple syrup, hominy, johnny cake, ash cake, etc.

v. Play charades, pantomime, or roleplay the activities of a pioneer job. Let others guess the job.

w. Choose from a list of typical pioneer foods, the ones you like and the ones that are served in your home. See To Be a Pioneer by Burns for recipes and ingredients. See sample worksheet.

x. Make a hornbook. Cut out the shape of a hornbook from cardboard or oaktag. Cut a piece of white paper to fit on it. Write alphabet letters, words, sentences, etc. on the piece of paper and glue the paper to the cardboard. Cover with saran wrap or clear plastic contac.

y. Make a mural to show the steps, sequence, and specific jobs involved in making clothes in pioneer days.

1) Grandmother -------- card the wool
2) Boys and girls ----- gather glowers, berries, and roots to make the dyes
set the dye in a bit pot to prevent lumps
3) Girls -------------- from 6 years old - spinning wheel
4) Women -------------- spinning wheel
hand stitching of clothes
5) Girls -------------- from 4 years old - knitting stockings and caps
6) Boys and men-------- weaving cloth on loom

Materials and Resources

Resource persons:
Senior Citizens in the community
People who have toured Williamsburg, Plymouth, etc.

Field Learning Experiences:
Tour of Loudonville museum
Tour of Log Cabin, Loudonville
Visit to Sadie Chesrown home, Loudonville
Tour German Village, Columbus
Tour COSI, Columbus

Films:
Colonial Children, Satellite V Film Library
Pioneer Boy of Midwest, Satellite V Film Library
Jamestown Colony, Satellite V Film Library
Colonial Life in New England, Satellite V Film Library

Filmstrips:
The Legacy of U.S. History: How Our Fathers Lived, #212161600, Learning Resources Company
Life in the Colonies, #312655106, Learning Resources Company

Magazines: *Early Years*, February 1975, pp. 34-38 "Colonial Crafts"

Picture Series: Pioneer Days - Visual Teaching Portfolio with teachers guide by Fideler Visual Teaching, Grand Rapids, Michigan

Books:

- If You Lived in Colonial Times, Brinton Turkle
- Dan Frontier (series of 12), William Hurley
- The True Book of Pioneers, Mabel Harmer
- When Mountain Men Trapped Beaver, Richard Flendinning
- Shaw's Fortune, Edwin Tunis
- George Washington's Breakfast, Jean Fritz
- Early American Crafts, C. B. Colby
- Our America, Herbert Townsend
- The West from A to Z, Alma Reck
- Buffalo Bill, Augusta Stevenson
- Daniel Boone's Echo, William O. Steel
- The Story of the Conestoga Wagon, Kenneth Richards
- Let's Be Early Settlers with Daniel Boone, Peggy Parish
- Little House on the Prairie, and others by Laura Ingalls Wilder
- To Be a Pioneer, Paul C. Burns (has recipes)

Evaluation

Present pictures of workers today and from pioneer days. Have each picture assigned a number that is visible to the students. The students will write down the number of the picture and the word today if the picture is representative of wrokers today or the word pioneer, if the picture is representative of workers in pioneer days.

Present pictures from the pioneer series or transparencies of pioneer workers. As each is presented, call upon a student to give a reason why the worker is using both physical and mental abilities.

On a piece of notebook paper, the student will write the names of five different pioneer workers and will write one sentence for each to describe the need for that particular kind of work.

Using a list, the students select goods and services pioneer families could provide themselves and the ones they must barter or pay for. Using the same list, the students select the ones his own family today can provide for themselves and which they must pay for.

Students pantomime or roleplay a pioneer job and a corresponding one today. (blacksmith and automechanic; schoolmaster and teacher today; pioneer farmer and farmer today, pioneer doctor or barber and modern doctor, town watchman and policeman; town crier and newspaper workers; post rider and mailman; cobbler and shoe salesman or shoe factory worker)

Each student constructs a picture or model to show at least one worker of long ago, labeling the worker and describing the job, A worksheet showing diagrams of pioneer workers and pioneer tools. The student selects and labels the activity or tool with the name of the worker.

Worksheet on identifying pioneer school items.

NAME ______________________________ DATE ___________________________

Put L on the line if it belongs in schools long ago.

Put T on the line if it belongs in schools today.

______ slates

______ hard benches

______ one room

______ fireplace

______ indoor toilet

______ cafeteria

______ schoolmaster

______ blackboards

______ hornbook

______ maps

______ pencils

______ ballpoint pens

______ dunce cap

______ birch branch whip

______ wooden paddle to write on

______ charcoal to write with

______ water bucket

______ water dipper

______ turkey feather quill

______ goose feather quill

______ ink made from maple bark boiled in water

______ firewood

NAME ______________________ DATE ____________________

Select and underline the ones a pioneer family could make or do by themselves. Circle the ones a pioneer family would barter or pay for.

boots
candles
rifle
saddle
belts
harness
brooms
toys
candle molds
stockings

clocks
fences
stools
horseshoes
nails
dishes
books
clothes
fabric
mufflers

maple syrup
corn
pumpkin
squash
beans
cider
house
furniture
quilts
caps

rugs
dolls
bread
butter
soap
sugar
salt
mittens
mattress

Use the same list to select and underline the ones your family makes by themselves. Circle the ones they must pay for.

"WHO AM I?" RIDDLES

I print handbills.	printer
I print newspapers.	printer
I print books.	printer
I sew pages of books together.	book binder
I put leather covers on books.	book binder
I make brooms.	broom maker
I make rifles.	gunsmith
I make wooden roof shingles.	shingle maker
I teach school.	schoolmaster
I grind corn into cornmeal.	miller
I grind wheat into flour.	miller
I make silver sppons, cups, plates.	silversmith
I melt silver coins and hammer them into silverware.	silversmith
I cut hair.	barber
I make wigs for men.	barber
I act as a doctor and bleed sick people.	barber
I make barrels.	cooper
I make buckets.	cooper
I make tin candle holders.	tinsmith (whitesmith)
I make tin foot warmers.	tinsmith
I make the inside parts for clocks.	clockmaker
I make wagon wheels.	wheelwright
I make spinning wheels.	wheelwright
I make leather from animal skins.	tanner
I make pewter spoons, plates, mugs.	pewterer
I make shoes.	cobbler
I mend shoes.	cobbler
I make hats.	hatter
I make nails.	blacksmith
I make iron pots.	blacksmith
I put iron rims on wagon wheels.	blacksmith
I put shoes on horses.	blacksmith
I mend farm tools.	blacksmith

Pioneer Songs (words and music) To Be a Pioneer by Paul C. Burns

- Paper of Pins, p. 91
- Go Tell Aunt Nancy, p. 93
- Quilting Party, p. 94
- Wait for the Wagon, p. 95
- Shoo Fly, p. 98-99 (with dance movements)
- Paw Paw Patch, p. 100 (with dance movements)
- Skip to My Lou pp. 102-105 (with game movements)
- Ballad of Davy Crockett

Pioneer Games, To Be a Pioneer by Paul C. Burns

- Going to Jerusalem, p. 96
- Puss in a Corner, p. 97
- Three Deep, p. 97

NAME ____________________ DATE ____________________

Put one red line under the pioneer foods you like. Put a green line under the pioneer foods that you have never tasted.

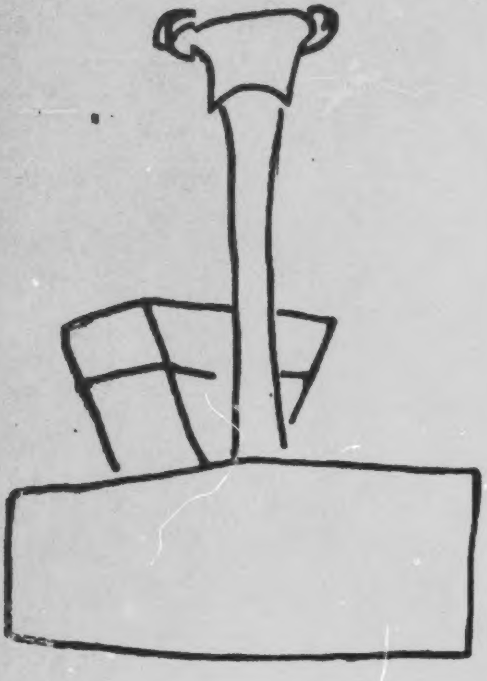
pancakes
boiled corn
roasted corn
corn meal
corn cake
corn pudding
pumpkin
squash
maple sugar
maple syrup
bean mush
bean porridge
fish
rabbit
squirrel
bear
deer
apples
apple cider
pear cider

peach cider
beer
paw paws
sausage
honey
hominy
berries
butter
cheese
wild turkey
duck
goose
prairie chickens
cabbage
turnips
potatoes
onions
nuts
grapes
plums

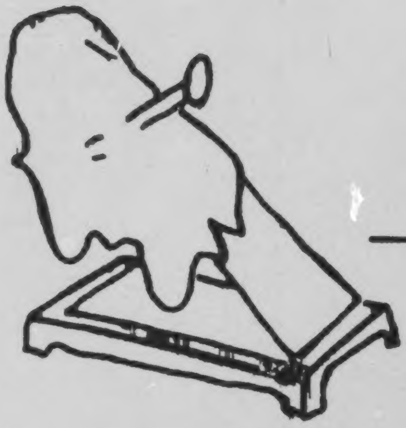
molasses
baked beans
vinegar pie
dried apple pie
rabbit stew
persimmons
applesauce
head cheese
johnny cake
ash cake
turkey bread
hasty pudding
sassafras tea
corn dodger
fried mush
hoe cake
corn pone
parched corn
sauerkraut
pumpkin butter

	Where they were born	Where they lived	Kinds of jobs or occupations	Kind of home	Special interest skills c hobbies
My name					
My mother					
My father					
My grandmother (mother's side)					
My grandfather (mother's side)					
My grandmother (father's side)					
My grandfather (father's side)					
My great grandmother (mother's side)					
My great grandfather (mother's side)					
My great grandmother (father's side)					
My great grandfather (father's side)					

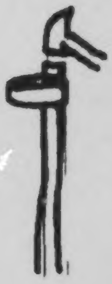
Name ____________ Date ________



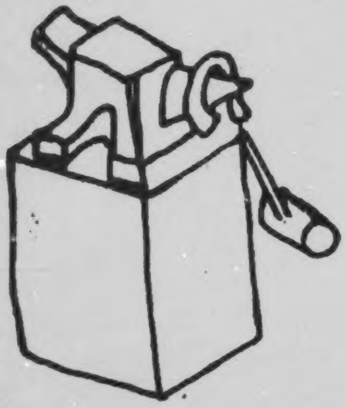
____



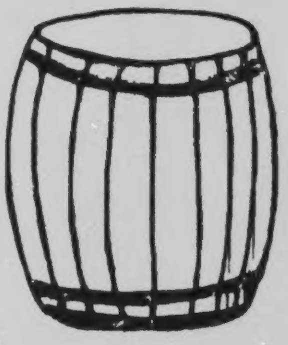
____



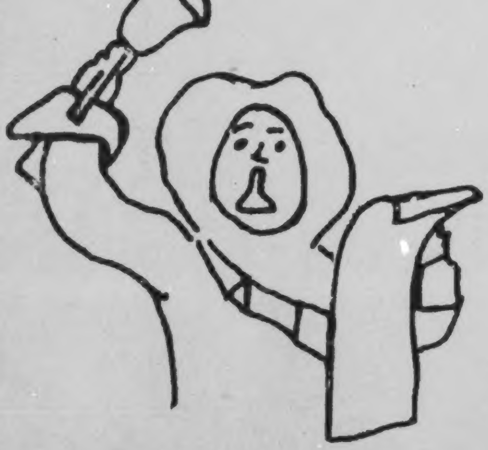
____



____



____



MILLER
BLACKSMITH
TOWN CRIER
TANNER
COOPER
COBBLER

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

My Job At School   Intermediate EMR

Concept

To create an awareness of the relationship between school and work.

School is part of the preparation for a career.

An understanding and acceptance of self is important throughout life.

Developmental Objectives

To develop an awareness of the variety of work represented in the student's school, (place of work, type of work, people at work).

To develop a feeling of self-worth and confidence through the child performing a job in the school.

To develop an awareness of each person's own interests and abilities and how they affect one's career.

Behavioral Objectives

Given a list of school jobs, the child will be able to indicate verbally or by roleplaying one or two problems which might occur if the worker did not perform his or her job.

Given three jobs/tasks, the child will be able to verbalize the relationship between them, with 100% accuracy.

Given a job/task, the student will be able to verbalize on the overlaping responsibilities of school workers , with 100% accuracy.

Given a list of jobs/tasks performed by school personnel, the child will be able to identify at least two types of work unique to the given personnel, with 100% accuracy.

Given a general plan of the school, the student will place five workers in their proper location, with 100% accuracy.

Given an occupation in the school, the student will be able to identify three tools used by that person,with 100% accuracy.

Related Subject Areas

Math, language arts, social studies, art

Suggested Learning Activities

a. (Pre-evaluation) Make list of all workers in the building.

b. Take tour of building and observe workers at their tasks.

c. Revise list of workers and discuss which ones students could help.

d. Set up a visitation schedule with a school worker for each student.

e. Each student selects and performs a job at school and develops a work chart.

f. Bulletin Board -- Show the interdependence and overlapping of jobs within the school by listing the jobs and matching them with yarn strings to the workers that perform them.

g. After assigning bulletin board assignments to small groups, instruct one child not to carry out her assigned tasks, and to create confusion within her group.

h. Follow this experience with a discussion of working together. Lead the children to discover:
1) We are usually happier when we carry out our work tasks.
2) We can get more done when we all cooperate.

i. Discuss and compare all the school jobs and what would happen if any one of them was not performed.

j. Discuss the word responsibility.

k. List which workers use reading, figures, etc., and who works with data, people or things.

l. Roleplay various school employees' duties. (example -- Music Teacher -- What do they do? When do they work? What training do they need? What tools do they use?

m. Discuss the differences in training needed for the different jobs within the school -- professional and non-professional.

n. Discuss the differences between workers connected with the school, ones that provide goods and ones that provide services.

o. Play What's My Occupation, follow guidelines of What's My Line except instead of person, the tools used will be the clues.

p. Set up display of tools used by workers in the school and allow the children to handle and become familiar with them.

q. Develop a questionaire concerning training and job attitude. What is your job title? How much training was required? What is your favorite thing about your job? What is the most important thing you do?

r. Distribute questionaire to all school employees in district.

s. After questionaires are returned, the children will classify them according to professional and non-professional. Tally responses to questions in regard to training.

t. Students will determine the most frequent responses to the questions dealing with attitude.

u. Visit the vocational high school. Use the visit as a culminating activity for the year.

Materials and Resources

Art supplies for bulletin board and school floor plan

Tools from each worker -- mops, brooms, pots and pans, books, typewriter, computer, etc.

Vocational school

School employees

Ream of paper

Books:

- I Want to be a Teacher, Carla Green
- Careers in Education, Christopher Benson
- Careers in Computers, Jo Anne Ray

Films and filmstrips:

- Helpers for our School, Instructional (filmstrip)
- Helpers at our School, Coronet (film)
- Who Helps Us - The Library, BFA
- When I Grow Up I Can Be - A Food Process Worker, A Mechanic, White Associates

"Popeye Career Awareness Library", King Features

Value Series Study Prints, My School, BFA

Olivia Owl and the School Teacher, Coronet Listening Cassette

Vocabulary List

career
task/job (interchangeable)
secretary
teacher
dietician
dependent/dependency/interdependency
location
attitude
professional
vocational
training (differences)
interests
variety

occupation
janitor/custodian
principal
aide
responsibility
cooperation
skills
librarian
non-professional

Evaluation

Choose picture-cards of at least three tools used by a given worker.

Using small photos of school workers and a floor plan of school, the student is to unscramble the photos and place each in the proper primary work location. The student with the most correct -- wins.

Pantomime at least two tasks exclusively performed by a given worker.

Pantomime at least one task performed by at least two workers.

While in small groups, the students will write, produce, and perform a skit depicting at least one problem that might result if a worker fails to perform a job.

The Bakery **Primary**

Concept

Many workers are involved in the production of baked goods.

Developmental Objectives

To be aware that many people work to produce and distribute bakery products.

To develop an awareness of the many workers who produce ingredients for bakery products.

To create an awareness of the role transportation plays in bringing bakery products to us.

To develop an appreciation of the interdependence of the industries involved.

To develop an awareness of the assembly line production in a commercial bakery.

Behavioral Objectives

Given sheets of manila paper, the student will draw in thirty minutes, with 80% accuracy, the processes involved in producing a baked cookie.

Given five minutes, the student will orally name, with 90% accuracy, ten workers who support the baking industry.

Given the recipe and the necessary ingredients, the students will mix and bake cookies for themselves.

Given the boxes, construction paper and other needed materials, the students will construct a simple model of the equipment in the bakery visited.

Related Subject Areas

Social studies, reading, language, writing, art, math

Suggested Learning Activities

a. Display as many books about the bakery as are available for the students to look through and read.

b. Discuss the different items that mother bakes at home.

c. Discuss the ingredients mother uses in her home baking and the workers involved in producing these ingredients.

d. View films and filmstrips available on bakeries.

e. Arrange with the Home Economics teacher for the students to bake cookies for themselves.

f. Visit a local bakery.

g. Make a large bulletin board display showing a cookie and all the ingredients that might go into it.

h. Role play different workers who have a part in getting baked goods to us.

i. Have each child bring in the recipe for a favorite cookie.

j. Make a booklet of recipes taking special note of the different ingredients.

k. Note and discuss the differences in a home baking situation and the assembly line situation in a bakery.

l. Construct a mural about the bakery and its products.

m. Make paper puppets of such things as sugar, a sack of flour, a raisin, milk, an egg, a coconut, etc. and have the puppet tell the story of its life before it reached the bakery.

n. Write short stories and rhymes about the bakery, its products and the workers involved.

o. Construct from assorted materials a model of the bakery visited.

Materials and Resources

Resource persons:
- Baker
- Home economics teacher
- Cafeteria cooks

Field Learning Experience:
Visit to a bakery

Books:
- Bread, W. Buehr
- Wheat From Farm to Market, W. G. Hammond
- Bread and Molasses, C. Hayward
- Let's Bake Bread, H. L. Johnson
- The Bread Book, C. Meyer
- The Cookie Book, E. Moore
- Candies, Cookies, Cakes, A. Paul
- Bread and Jam for Frances, R. Roban
- It's Fun to Know Why, (p. 83-92), J. Schwartz

Films & filmstrips:
- Food for the City: Wheat and Flour, Satellite M91
- Kids and Cookies, Nabisco
- Crackers by the Billion, Nabisco
- Wheat Marketing, FFF
- Where Does It Come From? (Where Do We Get Our Bread?), LRC
- Who Helps Us (The Bakery), BFA

Evaluation

All students will display their knowledge of the cookie baking process by drawing pictures of the bakery.

Each student will be able to orally name at least ten workers associated in some way with the bakery industry.

After obtaining the necessary materials, the class will work together and construct a simple model of the equipment in the bakery visited.

After securing the necessary recipe and ingredients, the students will mix and bake cookies.

Observe the enthusiasm and response of the children as the unit progresses.

Observe the initiative and the ability shown by the children in constructing the model and in writing their stories and rhymes.

Meet Mr. Baker, the Businessman Primary

Concept

Cooperation among workers is essential.

Developmental Objectives

To develop an awareness that money, a work place, materials, tools, and labor are needed to produce goods.

To be aware that even in the classroom, the students use the same elements that a baker needs in his bakery as stated in the above objective.

To be aware that it is important to choose a site that would be most suitable for producing and selling goods.

To develop an awareness that a producer of goods needs customers to buy his products.

To be aware of the city, state, and federal governmental rules for safety and health regulations in his business.

To be aware of the cooperation needed among the workers in an assembly line business to produce an acceptable product for the public.

Behavioral Objectives

After a discussion period of what is needed to start a baking business and given the materials, the students will work together, draw, cut out, and paste on a mural what is needed to start a baking business in the correct order.

After discovering the importance of materials and labor and viewing filmstrips on bakeries, the students will construct a correct table display on what is needed to produce bread.

After an understanding of the role of the bank in the production of goods, the students will correctly dramatize a businessman starting a baking business and the necessary steps he must follow.

Given the recipe and the necessary ingredients, a student will be able to mix and bake cookies which are acceptable by three independent judges.

Given the recipe and the necessary ingredients, the students working together as on an assembly line will mix, bake, ice and decorate cookies acceptable by three independent judges.

After the visit to the bakery, the students will repeat orally the processes involved in a baking business with 100% accuracy.

After the visit to the bakery, the students will correctly draw some part of the baking business which they found to be the most interesting to them.

Related Subject Areas

Math, social studies, language arts, economics, art, music, science

Suggested Learning Activities

a. The students will listen to the recording of Our Working World, Families at Work (SRA) on "What We Need to Go into the Baking Business." Discussion questions follow the lesson.

b. The teacher will read a book or books about a bakery.

c. The class will sing songs.

d. The students will draw a mural showing the baking process.

e. The students will make a display of what is needed to produce bread. (Samples of materials should be on the table: yeast, milk and flour. On the wall, a display of the tools and laborers needed to produce the finished product of bread.)

f. The teacher could show filmstrips dealing with the baking business.

g. A student will bake cookies.

h. All students working together will bake cookies using principles of assembly line.

i. The students will dramatize setting up a baking business.

j. The students and teacher will visit a bakery.

k. The students will collect ideas for a thank-you letter and one person will write a thank-you note to the bakery and the bus driver.

l. The students will draw a picture of what they thought was most interesting about the bakery.

Materials and Resources

Field Learning Experience:
Archway Bakery, Ashland, Ohio

Books:
Baker Bill, Jene Barr, Chicago, Albert Whitman, 1953
Bakers and Bakeries, Naomi Buchheimer, Putnam, 1956
Let's Find Out About Bread, Olive Burt, Franklin Watts, Inc. New York, 1966
The Bakery, Lilian Colonius, Chicago: Children's Press, 1953
I Want to Be a Baker, Carla Greene, Chicago: Children's Press, 1956
Baker's Man, Rosalys Hall, Lippincott, 1954
Baking, Ruth Holberg, Crowell, 1953
Baking, Mabel Leigh Hunt, Lippincott, 1953
Serena and the Cookie Lady, Grace Klem, New York: Abingdon - Cokesbury, 1949
Baking, Hannah Lyons Johnson, Lothrop, 1973
Your World: Let's Visit a Bakery, Billy N. Pope and Ramona Ware Emmons, Taylor Publishing Company, 1969

Films & filmstrips:
The Big Bakery, 10 min. color, Educational Film Sales, University Extension, University of California
Bread, 11 min., b & w $60.00, color $120.00, Encyclopedia Britannica
How We Get Our Food: The Story of Bread, 50 frames, color, silent with captions, $5, Society for Visual Education
Where Do We Get Our Bread? Series: Where Does It Come From? 13:30 color, Imperial Film Company, Inc., Lakeland, Florida
Who Helps Us, The Bakery, BFA Educational Media, 2211 Santa Monica, California

Songs:
Mama Bake the Johnny Cake, Christmas Comin' 1963 Hollis Music Inc., New York
Dumplin's 1963 Ludlow Music, Inc., New York
Billy Boy, Golden Song Book, Golden Press (1945) New York
The Muffin Man, Golden Song Book, Golden Press (1945) New York

Evaluation

Check mural to see if steps involved are correct.

Have three judges evaluate cookies on agreed-on properties.

Observe children as they participate in activities, note evidence of assimilation of desired learnings.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Time To Eat Primary

Concepts

Specialization leads to interdependency among people.

Some people need special training for their careers.

Cooperation among workers is essential.

Developmental Objectives

To create an awareness of the complexity and intricacies in restaurant developments.

To develop an appreciation of the interrelation of occupations.

Behavioral Objectives

Students will be able to identify the specific workers and their responsibilities in restaurants with 100% accuracy.

Students will be able to name various occupations that are interrelated in restaurant developments.

Students will be able to draw a flow-chart showing interrelating jobs and final production with 90% accuracy.

Related Subject Areas

Health, science, math, language arts, art, social science

Suggested Learning Activities

a. Build a bulletin board display to show related food production activities of a restuarant and products.

b. Visit a restaurant development.

c. Observe daily, seasonal and yearly jobs (e.g. actually preparing food).

d. Observe equipment, storage places.

Health and Science

a. The students will visit a school production center to view the preparation and storage of food.

b. The students will state the two ways food is used by the body--growth and energy.

c. The students will design a collage for each of the four food groups.

d. The students will plan a menu for a lunch to include the four food groups.

e. The students will make posters stressing cleanliness.

f. The students will draw a diagram of the fly and give its role in food contamination.

Math

a. The students will collect empty food containers and practice the principles of comparison shopping.

b. Students will compute the amounts of food needed for a lunch for 20 people.

c. The students will visit a supermarket and compute the average cost per unit of various brands and sizes of foods for the lunch.

d. The students will use liquid and dry measurement in the preparation of food for the lunch.

e. Students will total the customer's check for their lunch and make change.

Language Arts

a. The students will use persuasive oral language when greeting and taking customers' orders.

b. Using persuasive language, the students will design and compose invitations, posters and menus.

c. As a group, the students will choose a name for the restaurant.

d. Students will write a description of their job and its qualifications.

e. The students will write a list of the materials needed and rules to follow in carrying out their job.

Art

a. The students will practice lettering and work arrangement on menu, order blanks and posters.

b. Students will learn to operate the ditto machine to reproduce several copies of menus and order blanks.

Related Jobs

a. waitresses and waiters
b. hostesses
c. cashiers
d. busboys - set up tables, place settings
e. cooks
f. clean-up before and after the lunch
g. dishwashers
h. errand boys - do odd jobs

Materials and Resources

Those not available at school -- crepe paper for aprons, plastic forks, spoons, knives, paper plates, vases and flowers for tables, cups, plastic gloves (for food handlers), food and beverages for restaurant, cooking utensils.

Field Learning Experience: Visit school food production center, restaurant development.

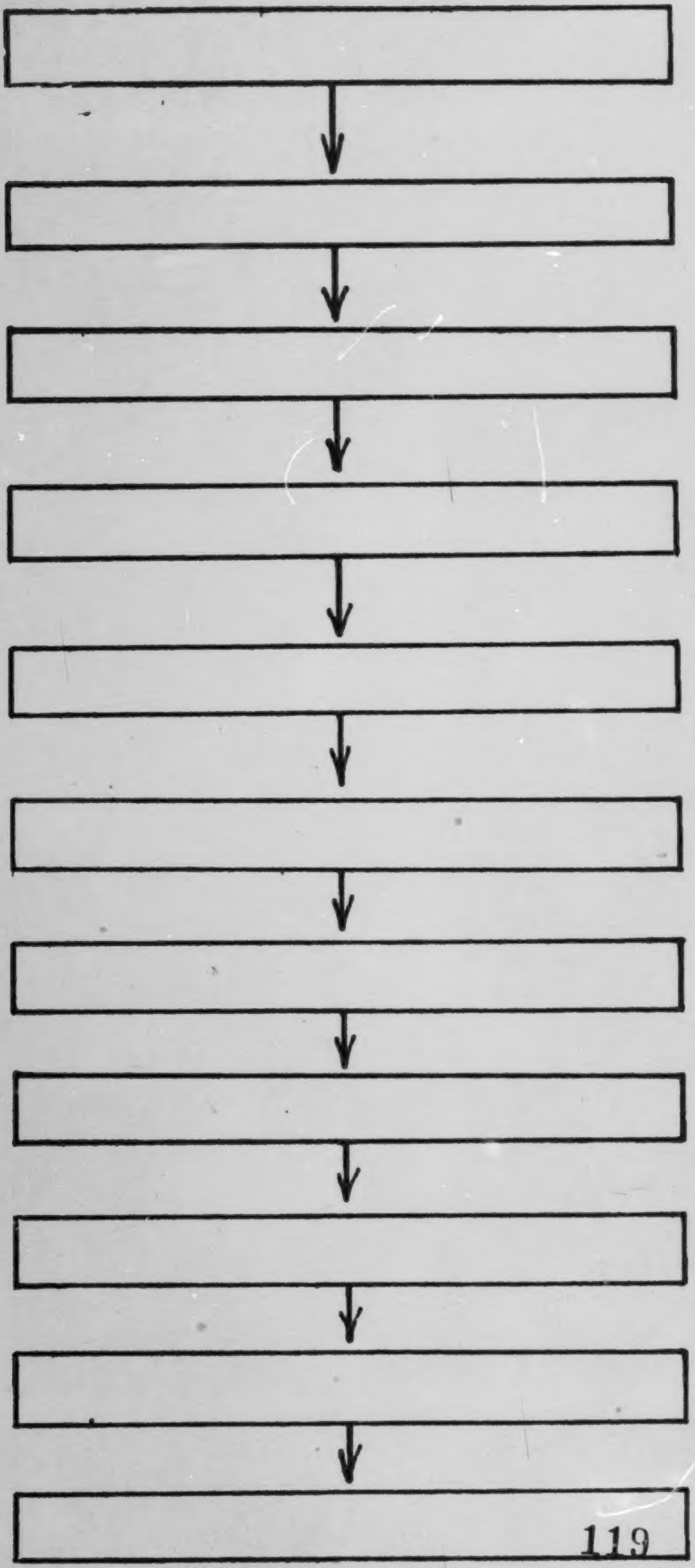
Media: films, filmstrips, magazines, reference books, pictures, pamphlets

Evaluation

Children will, both written and orally, identify specific workers (see related jobs above) and their responsibilities in restaurants.

Children will be expected to complete a flow-chart on their own showing interrelating jobs and final production. (Example flow-chart attached.)

Draw a flow-chart to show the food process from start to finish.



START

STOP

AGENT

CHEESEMAKER

CLERK

CONSUMER

FARMER

INSPECTOR

MILKER

MILKMAN

SALESMEN

TESTER

TRUCKER

CHEF

Let's Go Grocery Shopping Primary

Concepts

The interdependence of the merchant and the consumer.

Work has dignity

Cooperation among workers is essential.

Some workers provide goods, others provide services.

Any career area has levels of responsibility.

Developmental Objectives

To develop an awareness of the importance of the grocery store in the community.

To help students recognize the wide variety of occupations available within the grocery store.

To develop an appreciation of the various job responsibilities.

To develop an appreciation of the interdependence necessary among the various job responsibilities to operate a grocery store profitably.

Behavioral Objectives

Given the name of a grocery store employee, the student will role play or tell the responsibilities of that worker.

Given all U.S. coins, student will identify each with 100% accuracy.

Given U.S. currency denominations of $1, $5, $10, $20, the student will identify each with 100% accruacy.

Using a given amount of money ($20), student will buy one or more items and make the correct change.

Related Subject Areas

Reading, arithmetic, language arts, social studies, social skills, art, science

Suggested Learning Activities

a. View the filmstrip The Food Store and encourage discussion related to personal experiences at local grocery store.

b. View slides of local grocery store and compare with previous filmstrip.

c. Construct a chart (as a pre-evaluation) consisting of: number of workers, number of different departments, number of different items sold (candy or meat for example), how are employees paid -- in groceries or in money, etc.

d. Discuss appropriate behavior for going on a field learning experience.

e. Observe workings of a grocery store.

f. Listen to an explanation of the operation and set up of a grocery store by the owner.

g. Choose one product and note the price, size, company on an index card.

h. Revise pre-evaluation chart.

i. Recall mechanics of grocery store by setting up classroom store.

j. Write experience chart about trip.

k. Draw mural of workers and their jobs.

l. Draw bird's eye view diagram of grocery store.

m. Role play different jobs of workers.

n. View 16mm film People Who Work in Stores and discuss.

o. List tools workers use in store -- cash register, butcher knives, computer, stamper, package sealer, etc.

p. View filmstrips: How We Get Our Foods -- The Story of Fruits and Vegetables, The Story of Meat, The Story of Bread, The Story of Milk. Trace steps of production and sales, discuss each ones' similiarities and differences.

q. Count given amount of money accurately.

r. Buy from classroom grocery store with correct change.

s. Learn to operate a real cash register.

t. According to students' individual abilities, make change for $5, $10 or $20.

u. Complete worksheet of several problems such as: Find two products that when added together equal more/less than one dollar and write name, quantity, price, and total price in given space.

v. Given a shopping list in cursive writing, student will buy correct items while partner acts as cashier.

w. Read and discuss books listed in resource list at end of unit.

x. Interview employees at local grocery store.

y. Listen to interviews, view slides, and discuss each job.

z. Review proper behavior on a field learning experience.

aa. Divide into groups to work in actual jobs at the grocery store.
  1. to stock shelves and stamp prices
  2. to bag groceries at checkout counter
  3. to weigh and bag produce

bb. Discuss, upon return, what was most important about their job, what did they like or dislike about their job, and compare to slide of actual employee at work.

cc. Draw picture of themselves doing their job and compare to slide of actual employee at work.

dd. Decide upon proper disposal of products in grocery store.

ee. Dismantle classroom grocery store and dispose of properly.

ff. Return classroom to normal.

Materials and Resources

Grocery store employees
Play and real money
Cash register
Empty grocery store items
Flyers, posters, price lists from grocery store
Paper bags
Coupons
Newspapers
Art materials

Books:

Let's Go to a Supermarket - J. M. Goodspeed
More Potatoes - Millicent E. Selsam
About Food and Where It Comes From - Terry Shannon
How Does It Get There? - George Sullivan
I Know a Farmer - Emily Nathan
How We Get Our Dairy Foods - Marjorie Banks
Wheat from Farm to Market - Winefred Banks
How Foods are Preserved - Marjorie Banks

Filmstrips:

How We Get Our Foods:
    Story of Fruits and Vegetables
    Story of Meat
    Story of Milk
    Story of Bread
The Food Store
Who Helps Us Series, BFA Educational Media
    The Supermarket
Workers Who Provide Food, Coronet
Workers of the Community, Eye Gate
    Supermarket Manager
Basic Concepts in Economics, BFA Educational Media
    Producers and Consumers: Why Do People Work?
    Factors of Production: What Do We Need to Get Work Done?
    Specialization: How Do We Organize to Get Things Done?
    Economic Interdependence: Can We Live By Ourselves?
    Saving and Lending: Banks -- What Do Banks Do With Our Money?
    Our Market Economy: Who Tells People What To Make and Do?
When I Grow Up I Can Be, Series, BFA Educational Material
    A Food Processing Worker
People Who Work in Stores, 16mm Coronet

Field Learning Experience:
    Grocery store or supermarket in local community

Evaluation

Each child is different and will be evaluated on his or her own ability level. For example, means of identification are pointing, telling, choosing, matching, writing, etc.

1. To identify all U.S. coins and currency, denominations from $1 - $20.

2. To arrange at least two different sets of coins equaling the same value.

3. To make correct change up to $20.

4. To demonstrate in some way, three different jobs available in a grocery store.

5. To be able to identify by definition, synonym, or pointing to the item in classroom store the meaning of the following vocabulary words when given orally.

grocery store
groceries
meat man
butcher
cashier
order
cash register
produce
canned goods
freezer
cooler
manager
dairy case
clerk
detergent
bookkeeper
gallon, half gallon by comparative size
quart, pint not volume

product
stock
storeroom
conveyor belt
loading dock
ounce (oz.)
pound (lb.)
label
fruits
vegetables
beverage
housewares
frozen foods
drug department
pet supplies and food department
supermarket

6. Each child should be able to correctly spell a selected number of words from the above list.

7. Using words of their own choice from the vocabulary list, each child should be able to write a brief story about their experiences.

The Post Office — Intermediate EMR

Concept

Occupations exist for a purpose

Cooperation among workers is essential.

The post office is a complex operation that offers many services.

Developmental Objectives

To develop an understanding of the use of letters as an important means of communication.

To create an awareness of the size and scope of the postal service and its impact on everyone's lives.

Behavioral Objectives

Given a letter, the student will (orally or by drawing or by writing) trace the path of a piece of mail from letter box to destination, with 100% accuracy.

Given a lined sheet of paper, the student will compose and write or copy, an informal letter with no more than three errors.

Given a blank envelope, or facsimile, the student will, with 100% accuracy, address it, including return address.

Given a blank envelope and an airmail envelope, the student will tell the correct cost of the stamp needed for each.

Given an oral or written list of services provided by community service workers, the student will identify one provided by the local post office.

Given a pencil and a form requiring name and address to be filled in, the student will do so correctly.

Given a student partner, the student will state and spell (if necessary) her name and address while partner writes it.

Related Subject Areas

Reading, social studies, language arts, art, math

Suggested Learning Activities

a. Tour local post office, observe and question workers.

b. Discuss why people write letters.

c. List what different things are sent through the mail -- letters, packages, magazines, bills, ad flyers, etc.

d. Write letters to another class, using the correct form for an informal letter. Address envelopes correctly, discussing the correct way and why each part is important.

e. Play "The Complete Letter Game" from Jr. Postman Magazine.

f. Given a worksheet on which is drawn two envelopes, one blank and one addressed incorrectly, the student will use the given information to correctly address the blank envelope.

g. Identify by pointing and naming correct title of the postal service person that matches the oral description given. Use riddles.

h. Make a stamp collection. This could be an individual project or a group project.

i. Read story about "The First Air Letter", p. 4-5 Jr. Postman Magazine and discuss.

j. Discuss the advantages of air mail service. When it should be used, when not.

k. Read a story about Franklin and Lincoln as postmasters and what the postal service was like then. (i.e. materials list)

l. Discuss the various ways mail is moved today.

m. Draw a mural tracing the movement of a letter from the mailbox on the corner to it's destination.

n. Organize and participate in a school contest to design a stamp.

o. View the filmstrip "90 Billion Raindrops" and discuss.

p. View the film "But How Does It Get There" and discuss.

q. Complete a crossword puzzle related to the postal service and its workers.

r. Verbally list as many methods of transportation and communication as possible.

s. Eliminate those methods of transportation and communication which are out-dated; explain why, and tell what has taken its place.

Materials and Resources

Local post office
Postmaster
Art supplies for murals, posters, and stamps
Cancelled stamps
Air mail and regular envelopes

Jr. Postman Magazine, Post Office

Films & filmstrips:

90 Billion Raindrops, Post Office
But How Does It Get There? Post Office
Helpful Little Mailman, Coronet
Who Helps Us, The Post Office, BFA

Pamphlets:

"A Consumer's Guide to Postal Services and Products"
"The ABC's of Stamp Collecting"
"Stamp Selection -- Who and Why"
"Modernizing the Mails"
"United State Postage Stamps and Postal Stationery"

Career Pictures, Public Services -- Weekly Reader

Vocabulary

post office
postmaster
stamp
mail -- local/out-of-town
zip code
special delivery
mail carrier/letter carrier
first class mail
communication
letter
civil service
ounce
street
box number
money order
parcel
city/state
postal service
postmaster general
air mail
address
postage
envelope
parcel post
insured mail
cancelled/cancellation mark
collection/collect
United States
return address
route
destination
magazine
bin

Evaluation

During a roleplaying situation consisting of a postal worker and a customer, students will buy and or sell first class and airmail stamps, in quantities of 1 to 10, figuring total cost and change from not more than $5.00.

Design a wall mural tracing the path of a letter from letter box to its destination, showing various processes and workers involved.

Fill out a form calling for complete name and address.

Orally give the information necessary for someone else to fill out a form calling for the students complete name and address.

Correct with no more than three errors a given informal letter.

Correct with no mistakes, a given addressed envelope.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

A Trail of Appleblossoms
Apples and Johnny Appleseed Primary

Concept

Occupations exist for a purpose, and that purpose may have been established long ago.

Developmental Objectives

To develop an appreciation of a historical character from this area, Johnny Appleseed, and his contribution to our section of the country.

To create an awareness of the importance of apples in the life of a pioneer.

To develop an understanding of the variety of uses for apples in our society today.

To develop an understanding of the process of growing and picking apples.

To develop an awareness of the process used to make cider.

To develop an awareness of the complexity of the jobs of those who work in orchards.

Behavioral Objectives

After viewing a book read by the teacher and/or filmstrip, the children will construct a mural depicting the Mansfield area in the time of Johnny Appleseed, showing at least the fort, river, surrounding cabin and apple orchards.

Following a class discussion concerning applesauce, the children will be able to state the ingredients and demonstrate the steps involved in making applesauce that we will eat.

After developing a chart, the children will list ten present-day uses of apples and five ways pioneers used apples.

After many rehearsals and dressed in costumes, the children will repeat orally their lines in an original play, to the satisfaction of the audience.

Upon completion of the field trip, the children will state at least five varieties of apples and five jobs that are involved in growing, harvesting and storing apples, with 100% accuracy.

Given this unit of study, the child will be able to buy and sell apples by the pound, peck, and bushel, with 90% accuracy.

Related Subject Areas

Social studies, art, math, language arts, science, music

Suggested Learning Activities

a. Book read and shown by teacher A Trail of Apple Blossoms or another story of John Chapman.

b. Bulletin board.

c. Filmstrip (see resource section).

d. The children will make a mural depicting the Mansfield area during the time of Johnny Appleseed.

e. Make applesauce in class stressing ingredients of the recipe and the step by step method of preparation.

f. Discuss and make charts of uses of apples today and yesterday.

g. Make a clay model of an apple product -- apple, apple pie, dumplings, glass of cider, etc.

h. View a film (see resource section).

i. Draw pictures depicting scenes in the life of Johnny Appleseed.

j. Listen to and sing songs about Johnny Appleseed.

K. Read poems about apples, or Johnny Appleseed, and discuss.

l. Take a field trip to an orchard; afterwards, write thank-you letters.

m. After orchard tour, have children draw pictures of the orchard, the cider press, and the barn store.

n. Present an original play depicting the life of Johnny Appleseed.

o. Discuss Apple Creed -- "An apple a day keeps the doctor away."

p. Discuss the importance of eating fruits (4 basic food groups).

q. Discuss the care of the apple trees and the correct way of picking the apples.

r. Discuss measurements of apples, costs, etc. and give practice in buying and selling various units of measurement.

s. Write a poem and/or story about apples.

t. Roleplaying -- act out the roles of those who work in the orchard (plant, prune, pick apples, run the cider press, etc.) Discuss all the different jobs involved.

Materials and Resources

Art materials for mural -- paper, crayons, paint, clay
Materials for cooking applesauce
Props for play
Field learning experience -- visit to an orchard

Films & filmstrips:
- The Miracle of Apples (16mm) International Apple Institute
- The Story of Johnny Appleseed (16 mm) Walt Disney Production (animated) International Apple Institute
- How Apples Grow (35 fr) International Apple Institute
- Story of Johnny Appleseed (27 fr) International Apple Institute
- The Story of Johnny Appleseed, Society for Visual Education

Books:
- The Story of Johnny Appleseed, Aliki, Prentice-Hall Inc., 1963
- Johnny Appleseed, A Voice in the Wilderness, Centennial Tribute, Swedenborg Press, 1957
- Trail of Apple Blossoms, Irene Hunt, Follett Publishing Co., 1968
- The Apple and Other Fruits, Millicent E. Selsam, William Morrow and Co., 1973
- Our Country's Store, Frances Cavanah, Ean Claire, Wis., E.M. Hale, 1962
- Mr. Apple's Family, Jean McDivitt, Garden City, New York, Doubleday, 1950
- Johnny Appleseed, Gertrude Norman, New York, Putnam, 1960
- Johnny Appleseed, Home Adventure Library, David Johnstone & Gordon G. Dupree
- Better Known As Johnny Appleseed, Mable Leigh Hunt

Poems:

"Johnny Appleseed" from My Poetry Book, Grace Hufforl, Holt Rhinehart, 1956, Stephen Vincent Benet & Rosemary Carr

Songs:

"Apples & Cheese" The Magic of Music Book Three, Boston, Ginn, 1966, page 154

"Beautiful Apples" Discovering Music Together, Grade 2, Chicago Follet, 1966, page 71

"Spring Magic" The Magic of Music Book Two, Boston, Ginn, 1965, page 58

International Apple Institute

The International Apple Institute has many inexpensive aides available such as charts, films to purchase or borrow, filmstrips, buttons, coloring books, records and pamphlets. A catalog may be obtained by writing the Institute at 2430 Pennsylvania Avenue, N.W., Washington, D. C., 20037

Evaluation

Check children's list of at least 5 of the different varieties of apples, products derived from apples, uses of apples, etc.

Check arithmetic of children "buying" apples.

Have children write or state orally several facts about Johnny Appleseed. Also when asked, they should be able to state several jobs involved in growing apples, and the fact that apples we use usually come from orchards where people work year round to produce an apple crop.

A Case of the Greenthumb Primary

Concept

There are a wide variety of occupations in which an individual's talents can be utilized.

Developmental Objective

Children will become aware of the occupations associated with horticulture.

Behavioral Objectives

Given previous information on those who care for living plants such as the florists, horticulturalists, nursery workers, and the forest rangers, the child will be able to list duties of and types of living plants cared for by the worker, with 100% accuracy.

Given diagrams, magazines, resource books, coloring pages, and field learning experiences, the child will be able to complete a booklet on living plants with sections concerning the florist, the horticulturalist, the nursery worker, and the forest ranger, with acceptable accuracy depending on the teacher's view of the child's ability and understanding, ranging from approximately 40% for lowest students to 100% for highest students.

Given a diagram of a plant, the class will be able to make a bulletin board depicting the parts of a flower and the living plant theme with pictures from magazines to complement the theme, with the teacher's approval and group evaluation of 100% accuracy and participation.

Given a display of materials used in caring for plants, the class as a group, will be able to verbally name the use of each with 100% accuracy.

Given a planting container, soil and seeds, the child will be able to grow his own living plant and chart the weekly progress (what was done to care for it and the results) in the booklet, with 100% accuracy.

Given a living plant such as a bush or shrub and the permission of school officials, the class will be able to plant it according to established procedures.

Suggested Learning Activities

a. Discuss flowers, plants, bushes, and trees as living plants needing care in the first stages of life. Others need continual care throughout life.

b. Those who care for these living plants may be listed with different duties assigned. The florist-being in a field which is more commercialized. The horticulturalist-being more concerned with the producing and growing of seedlings. Nursery workers-involved more with shrubs, bushes, starting trees or outside decorative plants. Forest Ranger-having the forest to control along with the help of "Mother Nature."

c. Visit Kingwood Center-both indoor and outdoor centers.

d. Make a terrarium, a hothouse, a rock garden, or a desert box.

e. Invite a Garden Club member in to demonstrate floral arranging.

f. Visit a nearby nursery.

g. Visit a florist shop that includes a greenhouse.

h. Invite a forest ranger to speak about the way he helps keep the forest healthy(cleaning out dead trees, etc.).

i. Use experiments to show the different results obtained by planting in different types of soil.

j. Plant flower seeds or other types of seeds/plants such as lemon, apple, grapefruit, orange, avocado, top of a pineapple, unroasted peanuts, or carrot tops. Chart the progress weekly along with the daily care. Use empty pint-size milk containers for planting-children may decorate them.

k. Make a booklet showing step-by-step process involved in the correct way of planting a seed or plant. Cut the paper in a pot shape with a plant growing out.

l. Make a booklet with the duties of each job listed. Use diagrams, pictures and information from our field learning experiences. Use a catalog with gardening tools to show materials and/or tools used in caring for living plants.

m. Discuss, display, and show special tools used to care for plants.

n. Dissect a plant to show the various parts. Make sure the plant has roots.

o. Free-style painting using different designs. Use magic markers a day later to make flowers from designs. Label, "Our Watercolor Garden."

p. Make a window box of flowers for your room. Use a wooden crate which may be painted and a double thickness of heavy plastic.

q. Line with heavy plastic the trunk of a fallen tree (some are already hollow) and plant for "window box." May be used for front doorstep decoration.

r. Speak of the four regions on the earth and the type of plants each would have. (These would be living plants that nature would care for).

s. Make pipecleaner-material or paper machè flowers. Put in a decorative container.

t. Take pictures of area plants and flowers the children would see everyday, but may not be able to name. Identify showing live specimens if possible.

u. Take nature hikes and identify live plants seen. Collect leaves from trees; mount and label.

v. Ask for approval to plant bulbs on the school grounds in the winter so they could be seen in the spring.

w. Plant a rosebush or other beautiful plant on school grounds with a sign saying "Dedicated to Beauty." Raise funds through a popcorn sale, for example.

x. Make a bulletin board showing the labeled parts of a living plant. Use magazines for other pictures of living plants.

y. Plant an unusual plant.

z. Look at parts of plants through microscope.

aa. Find a plant with insects on it. Relate to the children that special powder or spray can be used to get rid of this. Apple trees or fruit trees need to be sprayed. Explain both dangers and benefits of insecticides.

bb. Using salt mixture dough, allow children to create their own plants, name them, and tell how they must be cared for.

cc. Write letters of thanks after field experiences or visits.

Related Subject Areas

Science, art, social studies, English, math

Materials and Resources

Addresses for a free catalog for garden supplies:

W. Atlee Burpee Company
Philadelphia, Pennsylvania 19132

George W. Parks Seed Company, Inc.
Greenwood, South Carolina 29646

Jackson & Perkins Company
Medford, Oregon 97501

Books:

Kids Gardening by Aileen Paul Doubleday & Company, Inc., Garden City, New York 1972

Plants for Pots by D. X. Trenten, J. B. Lippincott Company, Philadelphia-New York 1969.

Seeds are Wonderful by Willene K. Foster & Pearl Queree, Melmont Publishers, Inc., Chicago, Illinois, 1960.

Predicting with Plants by Illa Podendorf, Childrens Press, Chicago, 1971

Plants We Know by O, Irene, Childrens Press, Sevrey Miner, Chicago, 1953.

Play with Plants by Millicent E. Selsam, William Morrow & Co., New York, 1949.

Plants Round the Year by Glenn O. Blough, Row, Peterson and Co., Evanston, Illinois & White Plains, N.Y. 1959

Readiness For Science by Richard Martin and Alice Martin, Golden Press, Western Publishing Co., Inc., Racine, Wisconsin, 1962

Backyard Flowers by Polly Hathaway, Rutledge Book, 1965

Backyard Flowers by Hanniford Rush, Rutledge Book, 1964

Filmstrips & Movies:

Parts of a Flowering Plant, Curriculum Films, Inc.

Work of Flowers, Encyclopedia Britanica Films

Dependent Plants, Society for Visual Education

Identifying Common Trees, Society for Visual Education

How Plants Grow & Reproduce, Society for Visual Education

Plants & Animals in the Spring, Society for Visual Education

A Trip to the Autumn Woods, Society for Visual Education

Kingdom of Plants, National Geographic Society Educational Filmstrips

Satellite V Educational Center
Learning About Flowers
Learning About Seeds
Plants and Their Importance
Seeds Dispersal
Seeds Grow Into Plants
Watch Out for My Plant
What Plants Need for Growth
Wonders of Plant Growth

Other Materials:

"Spring and Wild Flowers", Picture-Story Study Print Set, Society for Visual Education

Address for Classroom Garden Kit:
Geo. W. Park Seed Co., Inc., 70 Cokesbury Rd., Greenwood, S.C. 29647, 69289-Park's Classroom Garden Kit, $4.50-contains 100 seeds for 4" tall Thumbelina Zinnia, 1 pkg. of plant food, 3 bottom trays, 6 Poly Flats, and 36 "One-Step" Wafers.

Evaluation

The booklet the children turn in will be the best source to use for my evaluation. This will tell me how much they have learned or what they have enjoyed in the unit. It will be given a satisfactory or unsatisfactory grade. I will also watch participation of students.

A Tree Is Very Special

Primary

Concepts

Work means different things to different people.

Work has dignity.

Education and work are interrelated.

Some individuals need special training for their careers.

Specialization leads to interdependency among people.

Individuals work to meet personal and social needs.

Developmental Objectives

To develop an appreciation for preserving and rebuilding our natural environment.

To develop an awareness of the many kinds of trees, their characteristics, and their uses.

To develop an appreciation of the many jobs and products resulting from forestry.

To develop an awareness and appreciation of man's dependency of trees for jobs, raw materials, food, recreational areas, preservation of wildlife and improvement of the air we breathe.

Behavioral Objectives

Given a set of twenty-five pictures of food, the child will select within ten minutes, those foods which are obtained from trees.

Having completed the unit on "A Tree Is Very Special," the child will recite with 100% accuracy, five occupations that are dependent on trees.

Given a cross-cut section of a tree truck, the child will be able to tell with 95% accuracy, the age of that particular tree.

Given a set of eight pressed leaves, the child will identify the leaves orally.

Given a picture of manufactured products, the child will respond by placing an "X" on those products obtained through forestry.

Related Subject Areas

Science, art, math, reading, and social studies

Suggested Learning Activities

a. The class will walk around the school grounds every six weeks to observe the trees and collect information.

1) Leaves will be collected, identified and pressed for specimens and art rubbings and spatter painting.

2) The children will learn the difference between deciduous and evergreen trees. Which are used most in landscaping?

3) The children will make prints of the trees' bark to see the different patterns and textures characteristic of that kind of tree.

4) In mid-February, the Maple trees will be tapped and the class will begin gathering sap to make maple syrup.

5) In the early spring, the class will observe and force buds from various trees.

b. The children will visit an area farm to see what the farmer uses and sells from his woodlot.

c. The children will visit an area sawmill.

1) Where does the sawmill buy its lumber?

2) How many different jobs do you see men performing?

3) How can you tell the age of a tree?

4) What are the different parts of a tree, that you can see, in a cross-cut tree section?

d. The children will visit an area lumberyard.

e. A carpenter will visit our class and tell us how trees are important to his job.

f. A forest ranger will visit our class to tell us why trees are important to him.

1) What can we do to help protect the forest?

g. The children will study the food that a tree gives us.

1) Fruits, fruit juices, nuts, maple syrup and even tea.

2) Plan a party -- refreshments must be foods from trees.

h. The children will visit a nursery and purchase a small tree or schrub to use in "landscaping" the school grounds.

i. The children will send thank-you notes to the field learning experience hosts and classroom guests.

Materials and Resources

Resouree persons:
- farmer
- forest ranger
- carpenter

Field learning experience:
By careful planning, the students could visit in one day, a place where trees were being harvested, a sawmill and a lumberyard.

Films:
Free Loan Forest Films: Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, N. Y., 11040
Workers Who Build Houses, Ashland and Richland County Satellite Film Center
Learning About Leaves, Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois, 60611
Trees Grow Through the Years, Coronet Instructional Materials, 65 E. South Water Street, Chicago, Illinois, 60601

Books:
The True Book of Trees, Illa Podendorf, Chicago: Children's Press, 1967

A First Look at Leaves, Millicent E. Selsam, New York: Walker and Company, 1972

A Tree Is Nice, Janice Udry, Evanston: Harper & Row, 1956

Evaluation

Given a set of twenty-five pictures, the child will select those foods which are obtained from trees.

Having completed the unit on "A Tree Is Very Special," the child will be able to recite five occupations that are dependent on trees.

Given a cross-cut section of a tree, the child will be able to tell the age of that tree.

Given a set of pressed leaves, the child will identify them orally.

Given a picture of manufactured products, the child will be able to select those products obtained through forestry.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Dairy Products from Farm to Home Primary

Concept

Some workers provide goods; others provide services.

Developmental Objectives

To develop an awareness that people eat different dairy foods to obtain the nourishment they need.

To be aware that many groups work to produce and distribute dairy foods.

To be aware that food stores provide a community service for dairy products.

To be aware that new machines are being used to produce and process dairy foods.

To develop an awareness that transportation and refrigeration make possible a wide variety of dairy foods supplied to homes and stores.

Behavioral Objectives

The student will be able to identify orally all the processes included in getting the milk from the farm to the home with 90% accuracy.

Given the materials, the students will correctly construct a mural about how milk gets to our table from the dairy farm.

Given the materials, the student will draw in a folder the products that are made from milk with 80% accuracy.

Given the recipe and the necessary ingredients, the students will shake the ingredients in a jar to make butter.

Related Subject Areas

Social studies, science, health, math, music, art

Suggested Learning Activities

a. Look at filmstrips available on dairy farming or milk production.

b. Display a good selection of dairy books around the room for the class to look at and read.

c. Go to visit a dairy farm.

d. Construct a mural about milk and milk products.

e. Construct a small cow out of papier-mache or any other art materials. (This takes quite a long time and should be started at the beginning of the unit.)'

f. Have a large cow bulletin board display with new vocabulary words included.

g. Make butter or ice cream from recipe.

h. Make folder of pictures of things that come from milk.

i. Make a torn paper picture of a cow.

j. Make a paper bag puppet of a cow.

k. Do dot-to-dot pictures of dairy farming.

l. Sing songs about cows.

m. Do rhythmic activities.

Materials and Resources

Books for the children:

Banks, Marjorie Ann, How We Get Our Dairy Foods
Chicago: Benefic Press, 1964
Buehr, W., Food from Farm to Home
Darby, G., What Is a Cow?, Chicago: Benefic Press, 1957
Eberle, I., Basketful, the Story of Our Foods, (pp.181-200)
Floethe, Louise, The Farmer and His Cows, New York: Charles Scribner's Sons, 1957
Greene, Carla, I Want to be a Dairy Farmer, Chicago: Childrens Press, 1959, 1966
Hastings, Evelyn Belmont, At the Dairy, Los Angeles, California, Melmont Publishers, Inc., 1958, 1967

Hogner, D. C., Barnyard Family, (pp. 23-31)
Liffring, Joan, Dee and Curtis on a Dairy Farm, Chicago: Follett Press, 1957
Scheib, I., The First Book of Food, (pp. 15-19)
Schloat, Warren, Jr., Milk for You, New York: Charles Scribner's Sons, 1951
Whitney, David C., Let's Find Out About Milk, New York: Franklin Watts, Inc., 1967

Just for Fun:

Brenner, A., The Cow That Cried
Jagendorf, M.A., The Cow and the Thread
Krasilovsky, P., The Cow Who Fell in the Canal
Watts, Mabel, A Cow in the House

For the teacher's use:

Dubos, Rene Jules, Louis Pasteur, Free Lance of Science, Boston: Little, Brown, Co., 1950
Sebrell, William H., Jr. and James J. Haggerty, Food and Nutrition, Chicago: New York Time, Inc., 1967
National Dairy Council: Chicago 60606
    Dairy Farm Panorama Kit
    My Visit to the Dairy - Picture-dictionary
    More Milk, Please - Posters and booklets

Filmstrips:

The Cow, 16mm, 10 minute, color, Churchill Films, 662 N. Robertson Blvd., Los Angeles, California 90069
Life on a Dairy Farm, 35mm, color, National Dairy Council, Chicago
Uncle Jim's Dairy Farm, 16mm, color film, Associated Films, Inc. 1538 Ninth St., N.W., Washington, D.C.

Song:

Farmer Brown's Cow - Belgian Folk Song
    Singing Juniors - Ginn & Co. 1953

Evaluation

Observe enthusiasm, initiative and skill of children as they complete farm mural, bulletin board, butter making and folders.

Have students identify orally or in writing the processes involved in getting milk from the farm to the home with 90% accuracy.

THE COW - by Robert Louis Stevenson

The friendly cow all red and white.
I love with all my heart;
She gives me cream with all her might,
To eat with apple tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day.

And blown by all the winds that pass
and wet with all the showers,
She walks among the meadow grass
and eats the meadow flowers.

THE USEFUL COW

I never thought of it now,
How much we owe the faithful cow,
She gives us milk to drink and churn,
And only asks us in return
To give her wholesome food to eat,
And shelter from the cold and sleet.

RECIPES

BUTTER

Whipping cream
Salt
Yellow food coloring

Shake whipping cream in jars or beat with egg beater until butter is formed. Rinse with water and press out excess milk with spoon. Serve sweet or add a little food coloring and salt to taste.

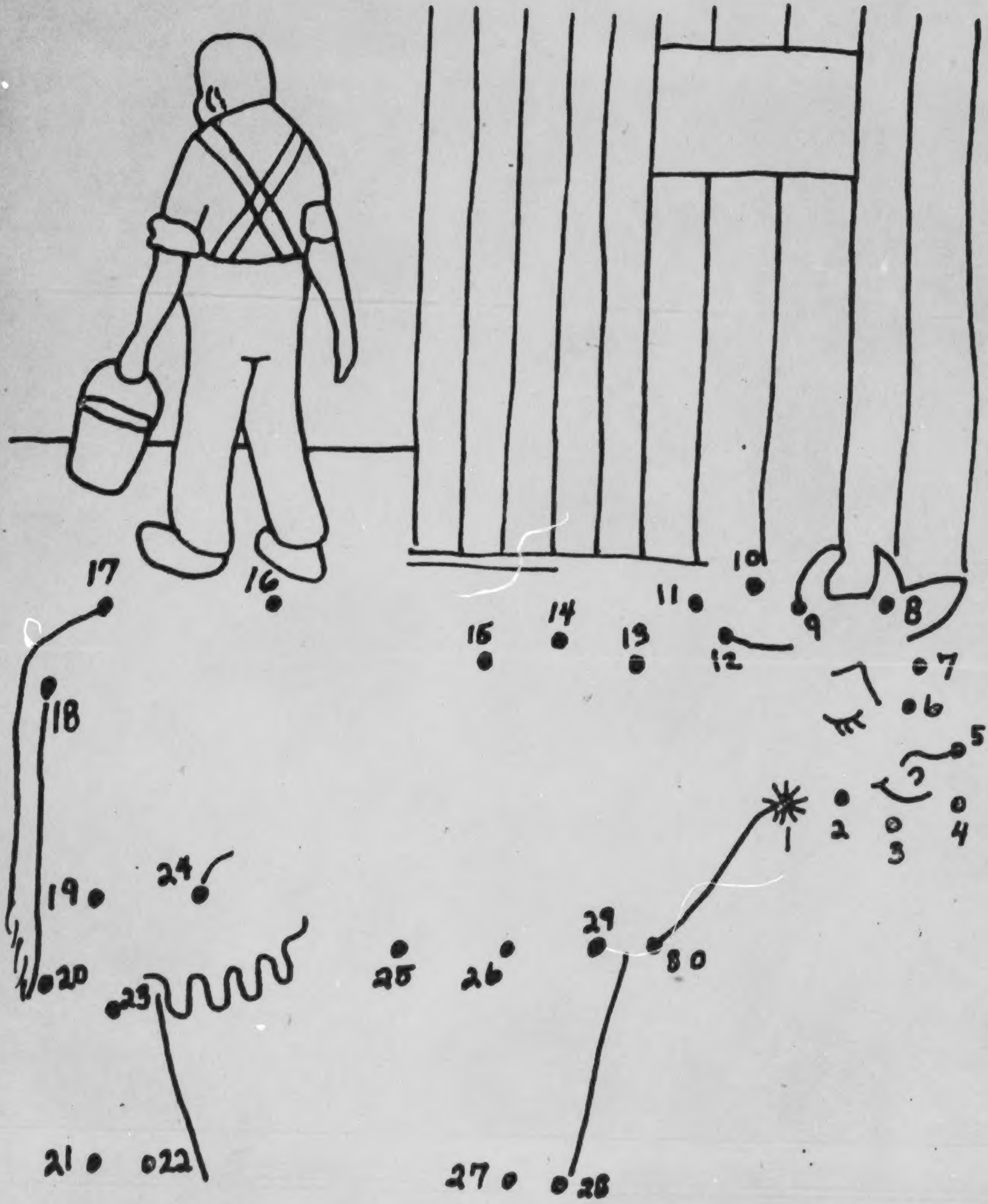
ICE CREAM (VANILLA)

3 eggs
2 cups sugar
2 quarts milk
2 pints whipping cream
3 tablespoons vanilla
Dash of salt

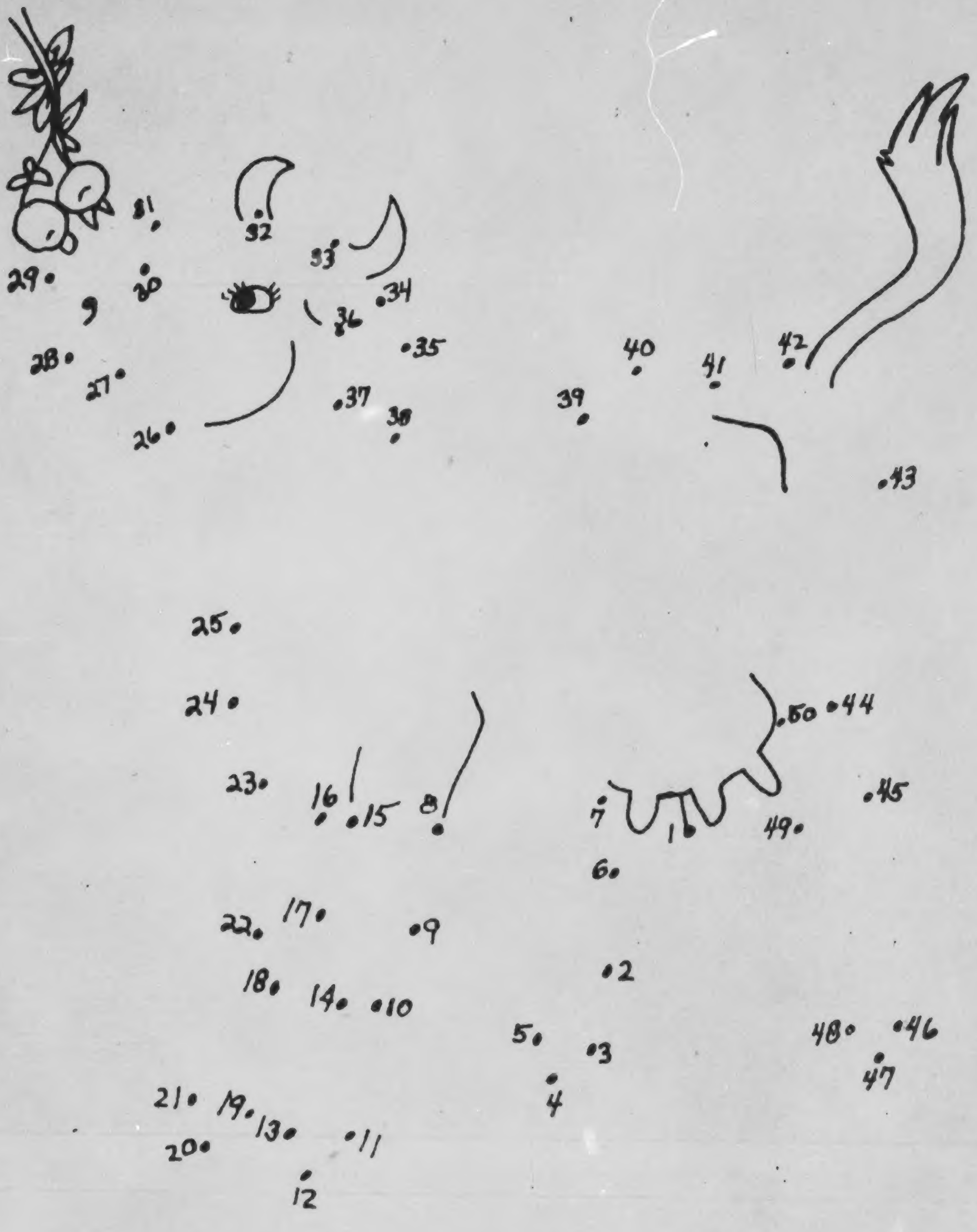
Cream together sugar and eggs thoroughly. Add milk and cream, stirring constantly. Add vanilla and dash of salt. Pour mixture into freezer can and chill for 30 minutes.

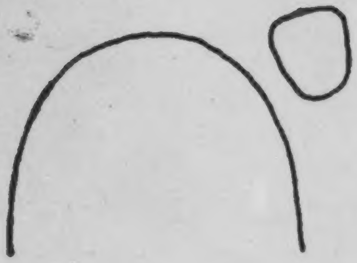
When chilled, place freezer can of ice cream mix in tub of ice cream maker. Put top and crank in place. Alternately add one cup of crushed ice and ¼ cup of salt until ice and salt mixture comes to the lid of the freezer can. Let children take turns turning the crank slowly until the ice cream is so thick that the handle can no longer be turned (about 30-40 minutes). Drain excess water from tub; remove dasher from the can; plug the hole in the can lid. Leave can of ice cream in tub of ice and salt. Cover entire freezer with a towel or some heavy material and allow to chill for 30 minutes or more. Fruit may be added during the last 20 minutes of cranking.

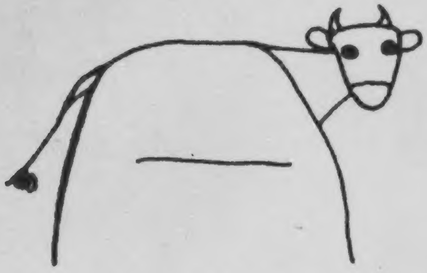
Dot to Dot

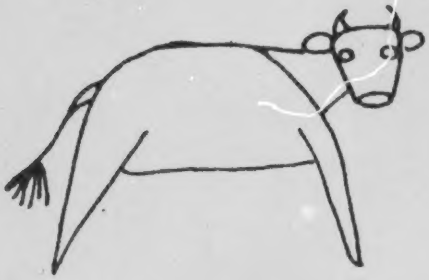

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

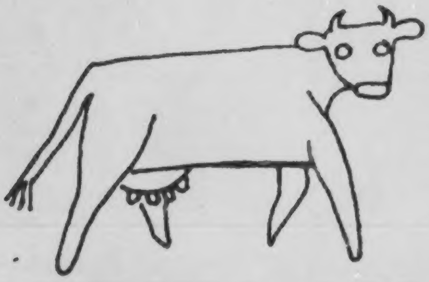
Dot to Dot


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50

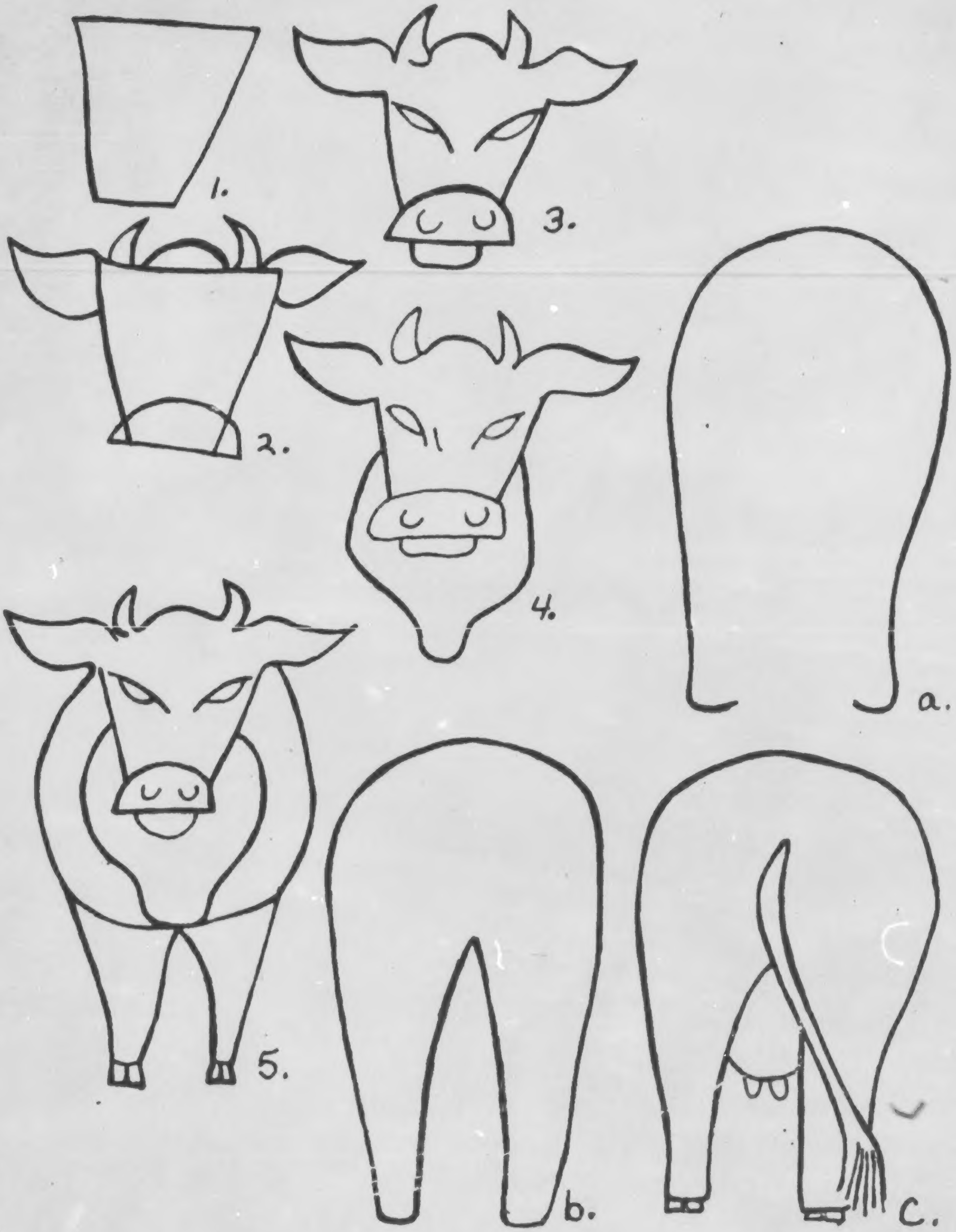




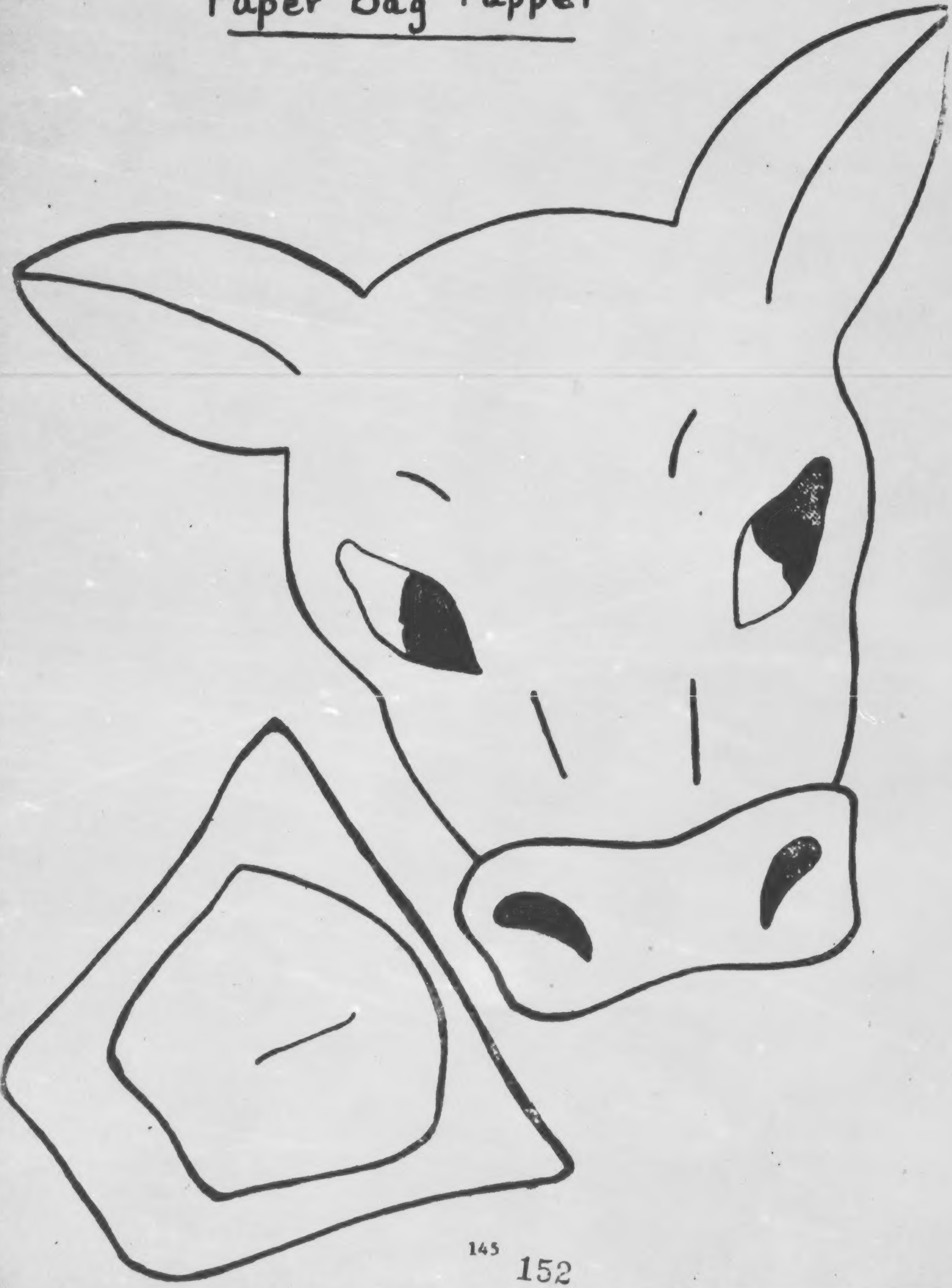




HOW TO DRAW A COW



Paper Bag Puppet



ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL

My Carton of Milk Primary

Concepts

Many workers are involved in the production of our cartons of milk.

Cooperation among workers is essential to bring the product to market.

Developmental Objectives

To create an awareness of the many workers needed to produce a carton of milk.

To develop an appreciation of the interdependence of the industries involved.

To develop an appreciation of the complexity of the dairy industry.

Behavioral Objectives

Given the opportunity for role playing, the student will demonstrate a knowledge of the work he portrays with 90% accuracy.

Given a wide variety of pictures of kinds of work, the student will choose and explain at least five that would be related to the dairy industry with 95% accuracy.

Related Subject Areas

Social studies, reading, language, art, mathematics

Suggested Learning Activities

a. Arouse children's interest and curiosity by arranging a bulletin board centered with a milk carton and the question -- Who worked to bring me to you?

b. Through questions and discussion, develop the idea that many workers in many areas are involved.

1. Farmer
2. Equipment manufacturers (farm machinery, dairy equipment, etc.)
3. Grain elevators and feed grinders
4. Silo manufacturers, barn and different builders
5. Manufacturers of supplements and different feeds
6. Milk inspectors
7. Veterinarians
8. Milk haulers
9. People who produce the cartons
10. People who work in dairy processing
11. People who work in related dairy products -- butter, cheese, ice cream
12. Retail route people

c. Children bring magazine pictures showing their ideas of the various activities involved in getting milk to the market.

d. Complete the bulletin board with these pictures.

e. Distribute and discuss the student booklet "My Friend, the Cow."

f. Arrange the library corner and table with the six posters from the National Dairy Council entitled "More Milk, Please."

g. Discuss the posters, bringing out the number of workers involved and the interdependence of the workers.

h. Use the film strips "Raising Cows on the Farm" and "Growing Things on the Farm."

i. Have the school nurse talk about the work of the milk inspectors and why they are needed.

j. Read the book -- I Want to be an Animal Doctor by Carla Greene and discuss how veterinarians help the dairy farmer.

k. Read The Farmer and His Cows by Floethe.

l. Visit a dairy farm to observe --
    1. Actual milking
    2. Equipment in barn and in milk house
    3. Facilities for housing cattle
    4. Facilities for raising calves
    5. Farm equipment for raising and harvesting feed for cattle
    6. Storage facilities for feed and equipment

m. If possible, visit a dairy or a cheese factory.

n. Show filmstrips "Milk and Butter at the Dairy" and "Making Cheese at the Dairy."

o. Children work in small groups and make large murals of the dairy farm and the dairy.

p. Culminate the unit by having children plan and produce their own "television" show telling the story of the production of a carton of milk.

Materials and Resources

Resource Persons:
- Dairy farmer
- Health nurse
- Milk hauler
- Dairy workers

Field Learning Experience:
- Trip to a dairy farm
- Possible visit to a dairy or cheese factory

Media:

Books:
- Andersen, H. -- "The Daisy" (in Andersen's Fairy Tales - pp. 93-98)
- Floethe, L. L. -- The Farmer and His Cows
- Greene, C. -- I Want to be an Animal Doctor
- Greene, C. -- I Want to be a Dairy Farmer

Filmstrips:
- The Dairy Farm and the Dairy, BFA
  - Raising Cows on the Farm
  - Growing Things on the Farm
  - Milk and Butter at the Dairy
  - Making Cheese at the Dairy
- Who Helps Us, BFA
  - The Dairy
- Life on a Dairy Farm, Dairy Council

Films:
- Dairy--Farm to Door, M67, Satellite V Film Library
- Farmer, M84, Satellite V Film Library
- Uncle Jim's Dairy Farm, Dairy Council
- The Day Milk Was Turned Off, Dairy Council
- Dairy Farm, Coronet

Listening Cassettes:
"Cecil Crow & the Farmer, Coronet

NOTE: Many booklets, posters, etc., suitable for this unit are available free from: Dairy and Nutrition Council, 229 Wells Ave., N.W., Canton, Ohio, 44703

Evaluation

The success of this unit will to a great degree be based on teacher observation as to whether or not the students have gained an awareness and appreciation of the complexity and interdependence of the dairy industry.

Students being provided pictures showing the various jobs on a dairy farm will be able to match these with a list of workers responsible for the jobs.

Given pictures of dairy farm equipment, students will be able to tell about its use.

Students will be able to identify pictures of different kinds of work that are related to the dairy farm and explain relationship.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Farming -- How Our Family Gets Food Primary

Concept

Some workers provide goods, others provide services.

Job specialization creates interdependency.

Developmental Objectives

To develop an awareness of where the family gets its food.

To develop an awareness of the various products that come from the farm.

To develop an awareness of and a respect for all of the workers that are involved in getting our food from the garden to the table.

To create an awareness of the complexity in operating a supermarket.

To develop an appreciation of the many different types of food because of new types of transportation.

To create an awareness that farmers must specialize in today's world.

To develop an understanding of how important packers and inspectors are to our health.

To create an awareness that there are people that help us learn to use our food wisely.

To create an awareness of the interdependency of people.

Behavioral Objectives

Following a visit to a local farm, the students will be able to name four products that come from the farm and draw three (at least) farm animals, with 100% accuracy.

Upon completion of this unit, students will draw a mural showing at least four things a given farmer would do on a typical day on his farm.

Upon completion of this unit, students will be able to tell, with 80% accuracy, what raw materials (basic farm products) are in five different canned or frozen foods from the grocery store.

Following a visit to a meat processing plant, students will discuss the steps involved in getting meat from the farm to the table, with 100% accuracy.

At the conclusion of this unit, children will discuss and draw a minimum of three correct pictures of the workers involved in helping put one meal on a family table.

Students given a specific food item will be able to state at least five different jobs involved with the product's manufacture.

After the field learning experience, the student will be able to label at least four departments of a supermarket.

Following the unit, the student will be able to point to at least seven displayed foods that became available to us because of modern transportation.

After the study, students will be able to state the jobs of packers, inspector and nutritionist, with 60% accuracy.

Following the unit, students will be able to tell why specialization of farms is important and will be able to name at least two types of specialized farmers.

Related Subject Areas

Social studies, math, reading, language arts, music art, science, writing

Suggested Learning Activities

a. Show a film or filmstrip on farming and discuss how the farmer is important in modern society.

b. Have students collect pictures of different types of farming and use them as a bulletin board display.

c. Visit a local farm to build a background for discussing various farm products.

d. Write experience stories about what vegetables, animals, and other products were found on the farm.

e. Have students list what they ate during the course of one day and then discuss how those foods are related to farming.

f. From old magazines, have the children cut out pictures of foods. Construct a bulletin board display showing the basic food groups and emphasizing a well-balanced diet.

g. Have students draw and/or use modeling clay and other materials to build a model farm.

h. Have students make a collage of different kinds of vegetable seeds. Display them in jars or glued to construction paper.

i. Visit a meat processing plant so students can see how meat is processed in preparation for human consumption.

j. See films about specialized farms and discuss their importance.

k. Visit a grocery store and see what workers are employed and notice the various forms the products take -- canned, frozen, or fresh. Stress the different jobs in the supermarket.

l. Discuss the process and workers involved in getting food ready for the market.

m. Filmstrips and posters will precede a discussion on modern transportation and how it helps bring to us different types of food.

n. Discuss the importance of packers, inspectors and nutritionists.

o. Have a farmer or extension agent come to your room and discuss why farmers should specialize.

p. List five products found in the grocery store and have students name what farm products are in them and what workers got the products ready for the market.

q. As a culminating activity, have students pick one product from the grocery store. Divide students into groups and have each group make a mural showing what workers are involved in helping get that particular product to the grocery store and eventually to the kitchen table.

Materials and Resources

Field Learning Experiences:
- Farm to visit
- Meat processing plant
- Grocery store

Art materials:
- Drawing paper
- Crayons
- Paint
- Mural paper

Films: (Satellite V Educational Film Center)
- Autumn on the Farm
- Farm Animals
- McDonald's Farm
- Dairy -- Farm to Door
- Farmer
- Farmer Don and the City
- Food for the City -- Produce
- Food for the City -- Wheat and Flour

Books:
- How We Get Our Dairy Foods, Marjorie Ann Banks
- Food From Farm to Home, Walter Buehr
- VIP Who Work with Farm and Earth-Moving Machines, Westover and Willis Freeman
- Farm Helpers, Evelyn B. Hastings
- The Real Book About Farms, Robert W. Howard
- Of Cabbages and Cattle, Dirk Gringhuis
- The Little Farm, Lois Lenski
- How Farms Help Us, William G. Meuer and Barbara Beatz
- Farm Numbers -- A Counting Book, Donald Smith
- How Do They Grow It?, George Sullivan
- Your Breakfast and the People Who Made It, Benjamin Greenberg
- Nothing to Eat -- But Food, Frank Jupo
- The New World of Food, Alfred Leuirs
- Dinner's Ready, Anne Nugoff
- Storybook of Food from the Field, Maud Petersham
- The Food Crisis, Harold Schlichting
- About Food and Where It Comes From, Terry Shannon
- Feeding the City, Beulah Tannenbaum
- Career Play for Young People, Samuel Richmond (plays for farmer and storekeeper)
- I Want To Be a Farmer, Carla Greene
- I Want To Be a Dairy Farmer, Carla Greene
- I Want To Be a Baker, Carla Greene
- I Want To Be a Fisherman, Carla Greene
- I Want To Be a Storekeeper, Carla Greene
- I Want To Be a Waitress, Eugene Baker

Other Materials:

Local supermarket, cannery, packers, and food processing
Farmers, extension agents, agriculturists and nutritionists
Materials from National Dairy Council

Evaluation

Evaluation will be based on interest expressed by the students involved. The pictures that are drawn, the mural that is drawn, and the discussions will all be part of the things observed continually leading to evaluation.

Using information formulated by a nutritionist, have the children design a breakfast menu that they can prepare. During the field learning experience, have students buy the items needed to prepare the menu. The next morning, have students prepare their breakfast. Discuss the different careers involved in bringing them their breakfast. Observe the children's reaction and understanding.

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

Farming and Me Primary

Concepts

Cooperation among workers is essential.

Occupations exist for a purpose.

Specialization leads to interdependency among people.

Some workers provide goods, others provide services.

Developmental Objectives

To create an awareness of the many people involved in operating a farm.

To develop an appreciation of the farmer and his impact on our lives.

To create an appreciation of the many different skills involved in owning and operating a farm.

Behavioral Objectives

Given pictures of various laborers directly related to the operation of a farm, the student will identify the workers and their duties with at least 90% accuracy.

Given tools used by farmers and those people directly involved with the operation of a farm, the students will be able to name the tool and its use with at least 90% accuracy.

Given various products which originate from the farm, the student will be able to identify them and give their source with at least 90% accuracy.

Related Subject Areas

Social studies, language arts, health, science, mathematics, music

Suggested Learning Activities

a. Discuss the various workers on a farm.

b. Tape the discussion for future use.

c. Children can draw pictures showing their ideas about what happens on a farm.

d. Create a bulletin board display with the above pictures.

e. List the various workers that help to make a farm successful.

f. Invite various farm-related laborers to come into the classroom and talk about and/or demonstrate the work they do; show any special instruments or uniforms used in their jobs (farmer, milk truck driver, elevator operator, machinery salesman and mechanic, veterinarian).

g. Children bring in magazine pictures and make booklets or bulletin board displays.

h. Discuss the various items that come from a farm and where they go after they leave the farm. (e.g. grain and dairy products)

i. A tape will be made of the sounds of the farm and children will be given the opportunity to identify areas by sounds heard.

j. Teacher will select songs and records centering around farmers for the children to listen to or sing.

k. Teacher will tell or read stories about farmers. (e.g. I Know a Farmer)

l. Play charades of farm chores.

m. A field learning experience will be arranged on a nearby farm.

Materials and Resources

Filmstrips:
The Dairy Farm and The Dairy, BFA
Life on a Dairy Farm, Dairy Council, 229 Wells Ave., N.W.
Canton, Ohio

Books:
I Know a Farmer
I Know a Dairyman

Films: Satellite Film Library, Mansfield, Ohio
- Dairy -- Farm to Door, M67
- Food for the City: Produce, M90
- Food for the City: Wheat & Flour, M91

Films:
- The Day Milk Was Turned Off, Dairy Council, Canton, Ohio
- Uncle Jim's Dairy Farm, Dairy Council, Canton, Ohio
- Dairy Farm, Coronet Films

Other Materials:
- Camera
- Tape recorder
- Tools of various farm workers
- Farm related songs
- Career Pictures: Agribusiness, Weekly Reader
- Listening Cassettes, Coronet, "Cecil Crow & the Farmer"

Evaluation

Show pictures of various farm related laborers and match with their duties on a ditto paper. (e.g. milk truck driver, feed elevator worker, machinery distributor and mechanic, veterinarian)

Students will match tools with pictures of laborers at a learning center. (e.g. plow, tractor, truck, combine, corn planters, harrow, hay baler, pitchfork)

Students will match finished food products (such as cereal) with the original form food products on a given ditto page.

It's Fall -- There is Work to be Done! Primary

Concepts

Work means different things to different people.

Specialization leads to interdependency among people.

People work for various rewards and satisfactions.

There are a wide variety of careers.

Work has dignity.

Some individuals need special training for their careers.

Developmental Objectives

To create an awareness that there are many different kinds of work.

To develop an awareness of the many jobs created by the seasonal changes in our climate.

To develop an awareness of the interdependence of jobs.

To create an appreciation of the many different skills and knowledge needed by the various workers.

Behavioral Objectives

Given a set of five pictures depicting seasonal changes, the child will be able to name with 100% accuracy a job related to the seasonal change.

Given two sheets of paper and crayons, the child will draw two pictures of himself or his family performing an autumn job.

Given a specific autumn job, the child will be able to recite with 85% accuracy other activities that are dependent upon this job.

Related Subject Areas

Science, art, language arts, social studies and mathematics

Suggested Learning Activities

a. The children will discuss and recognize the changes that occur in our environment during autumn.

b. The children will draw and paint pictures to be used on a bulletin board of the signs of autumn.

c. The children will look at the signs of fall pictures and study the various jobs created by this seasonal change.

1. Falling leaves

    a) Discuss how families will work together to rake the leaves. It is better to put these on a compost pile than to burn them. The children will then rake leaves in the school yard and bag them for use in a compost pile.

    b) Various leaves will be collected, pressed and identified.

2. Frost and cold weather

    The children will study and discuss pictures showing:

    a) Many families are busy canning and freezing fruits and vegetables.

    b) Houses are being painted, insulation installed, storm windows cleaned and put over windows and furnaces checked.

    c) Heavy clothes, coats, and boots are being made and bought.

    d) Cars are prepared for winter -- snow tires and anti-freeze.

    e) Highway departments are readying snow plows, storing salt, and putting up snow fence.

    f) Fuel-oil, coal and firewood are being purchased.

3. Ripe fruit, vegetables and grain

    a) Discuss the farmer's activities -- picking and shelling corn, filling silos, combining soybeans, plowing for and planting wheat.

b) Visit a fruit farm -- learn about the skills required in growing and harvesting fruit. Learn how to pick apples, how to make cider and how apple butter is made.

c) Visit a "Farmers Market."

4. Halloween

a) Discuss that some peoples' jobs are making and selling costumes.

b) Discuss and look at pictures of pumpkins being raised for food and decorations. Make a jack-o-latern and bake pumpkin pies.

5. Thanksgiving

a) Discuss the "traditional" Thanksgiving dinner and the many people who worked to grow and raise the food and get it to our tables.

b) Role play the First Thanksgiving with the children being Indians and Pilgrims. The Indians will prepare a "corn dish" and the Pilgrims cranberry bread to be eaten along with the school's Thanksgiving lunch.

Materials and Resources

Supplies for bulletin boards
Supplies for role playing activities
Supplies for making the jack-o-latern, pumpkin pies, etc.
Camera and film
Scenic Ridge Fruit Farm -- Jeromesville, Ohio
Apple Butter Festival -- Coshocton, Ohio
Pumpkin Festival -- Circleville, Ohio
Farm Science Review -- Columbus, Ohio

Books:

Daddies -- What They Do All Day -- Helen Walker Puner
I Want to be a Homemaker -- Greene
I Want to be a Farmer -- Greene
I Want to be a Truck Driver -- Greene
The Butterflies Come -- Leo Politi
The True Book of Seasons -- Illa Podendorf

Films:

Satellite V Educational Film Center
Autumn Is an Adventure SA3
Autumn on the Farm M26
Johnny Appleseed M20

Evaluation

The student will be evaluated by his participation in group discussions.

Each child will demonstrate an understanding of autumn jobs and activities through their own drawings.

Each child will name a job related to seasonal change and match to corresponding pictures.

Each child will name a specific autumn job and be able to tell about activities dependent on it.

Workers at the Fair Primary

Concept

Many kinds of workers are needed to make the Ashland County Fair possible.

Developmental Objectives

To help the students become aware of the World of Work in an area that is of special interest to them.

To understand that money is paid for many kinds of work.

To become aware that volunteers do much of the Fair work but are not paid in money.

To develop an attitude of respect and tolerance for workers of all kinds.

Behavioral Objectives

Given a set of questions, the child will interview 2 workers and get data on special training or skills needed, tools or equipment used, length of time on the job, and whether or not the workers like their jobs.

Following a discussion of all interviews, the class will list workers paid for their services and volunteer workers not paid. Each child should be able to name with 80% accuracy 15 workers who receive pay and 10 who are volunteers.

After viewing slides taken at the Fair, each child will choose one person she or he saw working and write 5 facts learned about the worker with 80% accrracy.

After listening to the tape made by the class, each child will list the workers described with 80% accuracy.

Related Subject Areas

Social studies, language arts, economics, speech, music, and art

Suggested Learning Activities

a. Have pupils read and discuss a newspaper display about the Ashland County Fair, then list both volunteer and paid workers needed to put on the Fair. Learn more about the workers and what they do by taking a field trip to the Fair and interview workers met there.

b. Draw as many scenes as each child wishes emphasizing workers working at their jobs.

c. Compile all the facts learned by the various groups through observations and interviews.

d. Reinforce understandings by roleplaying the workers at work.

e. Make a tape of the children telling about their chosen worker.

f. Make an exhibit of all the objects secured at the Fair.

g. Act out some of the things seen at the Fair to the tune of "Going to the Fair."

Example:

Then they sit upon the tractor and they turn the wheels around Ach, ja! Ach, ja! Then they look at all the vegetables and lovely fruits and flowers. Ach, ja! Ach, ja!

h. Read books from the library on related subjects:
Animals, machinery, different kinds of fairs, and workers.

Materials and Resources

Field Learning Experience:
Ashland County Fair
Ashland Times Gazette
Film - Johnny Appleseed (Pioneer Farm Work)
Library books frcm Ants to Pumps.
T.V. lessons-Just Look Around
This is Music - Book 3 - Allyn & Bacon
Slides & projector
Camera - film-prints
Art supplies

Comments

The field learning experience was very valuable as a point of reference. Every child was able to contribute many items.

The interest of the class has been so stimulated, we have begun a scrapbook of workers in many areas. Pictures are being cut from magazines and cards to match are being made on the following:

1. Workers on all kinds of boats.
2. Workers who trim trees.
3. Workers who advertise products.
4. Workers who do seasonal work.
5. Workers who tear down buildings.
6. Workers who write and print a newspaper.
7. Workers who catch fish & lobsters
8. Workers who dispose of waste materials or who recycle these materials.
9. Workers of long ago.
10. Workers in other countries.

Some of the children have talked about the World of Work at home and aroused some interest there. Several have offered to come in as resource people--one to talk about being a mechanic; one a bank teller; another on workers in New Zealand.

The Hobby display aroused a lot of interest and we plan a Hobby Show of our own after conference time.

The children have become interested in how some kinds of work were done in pioneer times after seeing the pitcher pump. We plan a trip to the Ashland Historical Center to view the pioneer artifacts in the Thornburg Collection.

Evaluation

The children drew pictures of workers on cards. These were used in an identification game. All became proficient in naming the worker and the job correctly.

Roleplaying, individually or in groups, gave the children a chance to get the "feel of the job." Each tried to fool their classmates by complicated actions but all had to be correct for that particular worker or job.

Riddles were made for an oral "Who Am I?" game. This later became "Clue". The one trying to identify was given one clue at a time. The quicker the identification, the more points the player got. Ten points for 1 clue; nine for 2 clues; etc.

Individuals practiced sorting cards in various ways; farm workers, entertainers, food dispensers, teenagers, volunteers, etc.

Finally, a list of 25 workers and jobs was chosen. After several days of the activities listed, a check showed that all 28 scored 85% or above.

CAREER MOTIVATION INSTRUCTIONAL MATERIALS

ASHLAND COUNTY-WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

The following materials are the property of the Title III Career Motivation Project. Request to borrow may be made through the resource teachers.

FILMS (16mm)

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
What Shall I Be?	Coronet	105.00	P
Helpers At Our School	Coronet	138.00	P
Helpers In Our Community	Coronet	136.00	P
Workers Depend On Each Other	Coronet	140.00	P
Am I Dependable?	Coronet	146.00	I
Developing Responsibility	Coronet	142.00	I
Me	Centron	225.00	I
You	Centron	225.00	I
They	Centron	215.00	I
What Ecologists Do	Centron	210.00	I
Lighthouse I Work In	Coronet	152.00	I
When You Grow Up	Aims	162.00	I
What To Do About Feelings	Coronet	136.00	PI
Helpful Little Mailman	Coronet	192.00	PI
People Who Work In Factories	Coronet	160.00	PI
People Who Work In Stores	Coronet	152.00	PI
People Who Work In Offices	Coronet	146.00	PI
Moving People In The Community	Coronet	148.00	PI
Moving Goods In The Community	Coronet	148.00	PI
Dairy Farms	Coronet	182.00	PI
Communities Depend On Each Other	Coronet	146.00	PI

The following materials are available from the indicated supplier on a free loan basis. Your request to borrow may be made directly to the company on your school's stationary.

I

FILMS cont.

NOTE: Satellite Film Library materials available only to the county schools of Ashland and Richland counties.

ITEM	SOURCE	SUGGESTED GRADE LEVEL
Making Change For A Dollar	M174 Satellite	P
Dairy - Farm to Door	M67 Satellite	P
Workers Who Build Houses	M77 Satellite	P
School Helpers	M233 Satellite	P
Story of a Check	M248 Satellite	P
Teacher: A Community Helper	M250 Satellite	P
Values: Understanding Others	M263 Satellite	P
Why Fathers Work	RC154 Satellite	P
Values: Cooperation	V7 Satellite	I
How To Keep a Job	M123 Satellite	I
Jobs In The City - Construction	SD54 Satellite	I
Learning to Use Money	V35 Satellite	I
Story of Our Money System	RC103 Satellite	I
Factories, Mines & Waterways	SA25 Satellite	I
Farmer In a Changing America	V71 Satellite	I
Rouge (Ford Steel Plant)	M232 Satellite	I
Farmer Don & The City	M85 Satellite	I
Am I Dependable?	V29 Satellite	I
Developing Self-Reliance	M72 Satellite	I
Responsibility	SD42 Satellite	I
The Body Builders	GM	I
Going Places	GTC	I
Everybody Knows	GTC	I
Why Play Leapfrog?	GTC	I
It's Everybody's Business	GTC	I
Invitation To Ohio	GTC	I
Everybody Has Two Jobs	GTC	I
Her City	GTC	I
In Touch With The Future	GTC	I
Bill & Susan Boynton Go Into Politics	GTC	I
Wheat Marketing	FFF	I
Farmers Bank On Themselves	FFF	I

FILMS cont.

ITEM	SOURCE	SUGGESTED GRADE LEVEL
The Changing Cowboy	FFF	I
Careers In Construction	FFF	I
Do You Speak Agriculture?	FFF	I
Dynamic Careers Through Agriculture	FFF	I
Hope & Harvest	FFF	I
Industry - With a Southern Accent	FFF	I
Money Grows On Trees	FFF	I
Newspaper Boy	V18 Satellite	PI
Workers Who Build Houses	V17 Satellite	PI
City	M55 Satellite	PI
City and Its People	M56 Satellite	PI
Community Keeps House	M63 Satellite	PI
Farmer	M84 Satellite	PI
Fireman	M86 Satellite	PI
Food For The City: Produce	M90 Satellite	PI
Food For The City: Wheat & Flour	M91 Satellite	PI
Let's Visit a Shopping Center	M162 Satellite	PI
Policeman	M219 Satellite	PI
What Is A Community?	V73 Satellite	PI
Where Do Letters Go?	LP17 Satellite	PI
How Does It Get There?	Post Office	PI
The Day Milk Was Turned Off	Dairy Council	PI
Uncle Jim's Dairy Farm	Dairy Council	PI
Crackers By The Billion	Nabisco	PI
Operation Success	Archway	PI
Kids & Cookies	Nabisco	PI
Steel & America	Empire-Detroit	PI
Automobile Films	Volkswagen	PI

What's In It For Me? - This film provides some answers to the title's question by showing the ways in which international trade adds quality and excitement to the American way of life. 14½ Min.

The Carmakers - This is the story of an automobile manufacturer, Volkswagen, and shows that while production is automated, there can be no substitute for men with creative new ideas. 27½ min.

In Spite of Walls - The story of disappearing barriers between men and between nations. 27 min.

III

FILMS cont.

ITEM Volkswagen PI

Formula Vee - Such Stuff As Dreams Are Made On - The story of one driver, a "weekend warrior" -- what he does, how he does it, and what makes him do it. 26 min.

The Right Hand Of Plenty - Explores the subject of automation in an exciting, colorful and informative way with dramatic close-ups of the complicated operations involved in building a VW.

Each Day At Dawn - A story of research and development. 27 min.

The Young Ambassadors - The film tells the story of a "Youth Exchange" program. 14 min.

Air-Cooled Engine-Uity - Shows to what almost unbelievable length man will go to put the 40-horsepower air-cooled engine to imaginative use -- on ice, on rivers and lakes, and in the sky. 8 min.

Wild Wild Wagens - This film takes a light-hearted look at the booming sport of off-the-road competition. 8 min.

I'm Takin' the Time - A girl and her dog are "takin' the time" to travel the great highways of the American West. 8 min.

Porsche Does It - In 1970, Porsche defended its Manufacturer's World Championship Auto Racing Title. This film is the exciting record of Porsche's success. 35 min.

One For The Road - Shows the Porsche automobile being manufactured by hand. 23 min.

CAREER MOTIVATION INSTRUCTIONAL MATERIALS

ASHLAND COUNTY-WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

The following materials are the property of the Title III Career Motivation Project. Request to borrow may be made through the resource teachers.

FILMSTRIPS

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
The Dairy Farm & The Dairy	BFA	52.00	P
Raising cows on the Farm			
Growing Things on the Farm			
Milk & Butter at the Dairy			
Making Cheese at the Dairy			
Worker Series	Coronet	83.00	P
Workers & Their Work			
Workers Who Move Things			
Workers Who Make Things			
Workers Who Sell			
Workers Who Fix Things			
Workers Who Provide Food			
Workers Who Provide Services			
Workers In Professions			
Helpers	Instructional	31.90	P
Helpers For Our Home			
Helpers For Our School			
Accepting Responsibility	Instr.	47.85	P
New Friends At School			
School Is Our Other Home			
Now We Go To School			
Production In Country & City	Instructional	63.80	P
Visit to a Farm			
City & Country Need Each Other			
Food From the Country			
What a City Makes			
Developing Good Work Habits	Instructional	63.80	P
We Learn to Share			
Learning New School Habits			
Sharing on the Playground			
Learning to Cooperate			

V

FILMSTRIPS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
Good Manners	Britannica	49.50	P
Manners At Home			
Manners At Parties			
Manners While Visiting			
Manners In Public			
Manners At Play			
Manners At School			
Developing Your Personality	Britannica	49.50	P
Thinking For Yourself			
Trying New Things			
Promises Are Made To Keep			
More Than One Friend			
Leaders and Followers			
Enjoying Today			
Guidance Stories	Britannica	49.50	P
Sticking To Your Job			
Sharing With Others			
One Kind Of Bravery			
Playing Fair			
New Friends-Good Friends			
Taking Care Of Your Things			
Your Working Future	Britannica	136.00	I
The Commercial Artist			
The Telephone Operator			
The Firefighter			
The Dental Hygienist			
The Television Service Technician			
The Insurance Salesman			
Computer Careers			
The Child Care Worker			
Education, Who Needs It?	CFI	200.00	I
Set 1; Education: Who Needs It?			
Health & Physical Education: Who Needs It?			
Science: Who Needs It?			
Reading: Who Needs It?			
Set 2; Language Arts: Who Needs It?			
Social Studies: Who Needs It?			
Art & Music: Who Needs It?			
Mathematics: Who Needs It?			

FILMSTRIPS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
So Many Jobs To Think About, Set I	LRC	58.00	I
Construction Supervisor			
Veterinarian			
Plant Nursery Salesperson			
Auto Mechanic			
So Many Jobs To Think About, Set II	LRC	58.00	I
Park Ranger			
News Reporter			
Teacher			
Furniture Designers			
How Would You Feel	Salenger	59.00	I
You & Yourself:			
Moving Away			
The Bike			
Wanting To Play			
How Would You Feel	Salenger	59.00	I
You & Others:			
The Errand			
The Jacket			
The Pet			
The Jelly Bean Company	BFA	97.00	I
Part I Making & Selling Goods			
Office Workers			
Sellers			
Drivers			
Builders			
Manufacturers			
Repairers			
Part II Performing Services	BFA	97.00	I
Health Services			
Personal Services			
Information Services			
Public Services			
Recreation Services			
Environmental Services			
Basic Concepts In Economics	BFA	90.00	I
Producers & Consumers: Why Do People Work?			
Factors of Production: What Do We Need To Get Work Done?			
Specialization: How Do We Organize to Get Things Done?			
Economic Interdependence: Can We Live By Ourselves?			
Savings & Lending: Banks -- What Do Banks Do With Our Money?			
Our Market Economy: Who Tells People What To Make & Do?			

FILMSTRIPS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
The Importance of You	BFA	60.00	PI
You Are Somebody Special			
Who's In Your Family?			
Who Are Your Friends?			
Your Feelings			
How I Live In MY World	BFA	32.00	PI
Where I Sleep			
What I Eat			
What I Wear			
Things That Go			
Who Helps Us	BFA	185.00	PI
The Police Department			
The Fire Department			
The Supermarket			
The Bakery			
The Service Station			
The Dentist			
The Dairy			
The Library			
The Post Office			
The Laundry - Dry Cleaners			
Transportation	BFA	120.00	PI
What You'd See at the Airport			
Who Works at the Airport			
What You'd See at the Harbor			
Who Works at the Harbor			
What You'd See at the Railroad Terminal			
Who Works at the Railroad Terminal			
What You'd See at the Bus & Truck Terminals			
Who Works at the Bus & Truck Terminals			
Using My Imagination	BFA	40.00	PI
What Color Is Saturday?			
What's Alike? What's Different?			
The Surprise Chest			
Seeing Shapes			
Candy Store			
Elementary Economics	BFA	90.00	PI
Choices & Values			
Budgeting: How Does a Family Plan It's Spending?			
Jobs and Income: Which Job Will You Choose?			
Shopping For What You Need: What's For Dinner, Tyrone?			
Taxes: What Are They For?			
Our Environment: How Shall We Use Our Resources?			
Choices and Values: Planning For a City?			

VIII

FILMSTRIPS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
When I Grow Up I Can Be A Builder A Food Processing Worker A Community Service Worker A Mechanic A Hospital Worker	White	80.00	PI
Workers of the Community Auto Service Supermarket Manager Appliance Repairman Bus Driver Local Newspaper Printer Restaurant Helpers	Eye Gate	58.25	PI
Medical Services in the Community Doctor Nurse Pharmacist Optometrist Dental Assistant Veterinarian	Eye Gate	58.25	PI
My Mother Works At Home In an Office at Home In a Business Office In a Store In a Profession At a Surprising Job	Eye Gate	58.25	PI
American Negro Pathfinder	BFA	48.50	PI
Living As Neighbors & Our Growing City Our Neighborhood Signs In The City How Is T.V. Like A Ship? From Forest To City We Need Other People The Story Of Cities	BFA	90.00	PI
Where & How People Work & Live Where In The World Do You Live? From Place To Place	BFA	52.00	PI

FILMSTRIPS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
Where & How People Work & Live cont.	BFA	52.00	PI
Food From Farm To Family			
Clothes From Head To Toe			
Fathers Work	LRC	42.00	PI
My Dad Works In a Supermarket			
My Dad Works In a Service Station			
My Dad Works In a Shoe Store			
My Dad Works In a Factory			
My Dad Is a Carpenter			
My Dad Is a Moving Man			
How Things Are Made	Eye Gate	54.00	PI
Assembling A Car			
Forming A Can			
Processing Soup			
Creating A Movie (or T.V. Program)			
Making Clothing			
Crafting A Chair			
Field Trips Out Of The Ordinary	Eye Gate	59.75	PI
A Field Trip to an Oil Well			
A Field Trip to a Coal Mine			
A Field Trip to a Steel Mill			
A Field Trip to a Lumber Mill			
A Field Trip to a Nuclear Plant			
Science For The Future - An Oceanographic Institute			
Where Does It Come From?	LRC	51.80	PI
Where Do We Get Our Bread?			
Where Do We Get Our Lumber?			
Where Do We Get Our Milk?			
Where Do We Get Our Paper?			
Services of the Community	Eye Gate	58.25	PI
Beautician/Barber			
Laundry/Cleaner			
Florist			
Jeweler			
Banker			
Librarian			

X

FILMSTRIPS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
How We Build Things	Eye Gate	59.75	PI
How We Build Houses			
How We Build Skyscrapers			
How We Build Cities			
How We Build Roads			
How We Build Bridges			
How We Build Ships			
Mothers Work, Too	LRC	42.00	PI
My Mother Works in a Drug Store			
My Mother Works at Home			
My Mother Works in a Bank			
My Mother Works in an Office			
My Mother is a Waitress			
My Mother is a Dental Assistant			
People At Work, Set I	LRC	58.00	PI
At Work in Food & Clothing			
At Work in Construction			
At Work in Community Services			
At Work in Neighborhoods			
People At Work, Set II	LRC	58.00	PI
At Work in Offices & Factories			
At Work in Sports & Entertainment			
At Work in Transportation			
At Work in Communication			
Public Service Workers	Eye Gate	64.00	PI
Sanitation & Maintenance			
Education & The Teacher			
Fire & Fire Protection			
Post Office & Postal Workers			
City Administration			
Police & Police Protection			

The following materials are available from the indicated supplier on a free loan basis. Your request to borrow may be made directly to the company on your school's stationary.

FILMSTRIPS

ITEM	SOURCE	SUGGESTED GRADE LEVEL
Life on a Dairy Farm	Dairy Council	P

FILMSTRIPS cont.

ITEM	SOURCE	SUGGESTED GRADE LEVEL
How To Read A Newspaper	Ashland T-G	I
90 Billion Raindrops	Post Office	PI

CAREER MOTIVATION INSTRUCTIONAL MATERIALS

ASHLAND COUNTY-WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

BOOKS, BOOKLETS, PAMPHLETS

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
Careers For All	Benefic		
Alike & Different		4.08	I
Interests & Choices		4.08	I
Plans & The Future		4.08	I
Our Working World	SRA	87.50	
Families			1
Neighborhoods			2
Cities			3
Regions of the United States			4
The American Way of Life			5
Regions of the World			6
Career Motivation	Ohio Dept. Ed.	5.75	PI
Career Education Resources Guide	GLC	6.17	PI
Popeye Career Awareness Program (Booklets - 15 Career Clusters)	King Features	42.50	PI
Children's Dictionary of Occupations	CFI	5.00	PI
Indian Cultures of Ohio	Historical Society	6.40	PI
Guide to Free Guidance Materials	EPS, Inc.	8.75	PI
Guide to Free Films	EPS, Inc.	8.75	PI
Guide to Free Filmstrips	EPS, Inc.	8.75	PI
A Highway to Work & Play	McKnight	12.00	PI
Level One, Getting Started			
Level Two, Moving On			
Level Three, Traveling Together			
Level Four, Changing Signals			
Level Five, Making Decisions			
Level Six, Turning Points			

BOOKS, BOOKLETS, PAMPHLETS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
The Little Carpenter	Stanley	.15	PI
Yellow Pages of Learning Resources	MIT	1.95	PI
Children's View of Themselves	ACEI	2.00	Teacher
Learning to Live as Neighbors	ACEI	2.75	Teacher

The following materials are available from the indicated suppliers on a free loan basis. Your request to borrow may be made directly to the company on your school's stationary.

ITEM	SOURCE	SUGGESTED GRADE LEVEL
Free Loan Films	Association-Sterling	PI
Childcraft, Vol. 10, 1969 Edition	Field Ent.	PI

CAREER MOTIVATION INSTRUCTIONAL MATERIALS

ASHLAND COUNTY-WEST HOLMES JOINT VOCATIONAL SCHOOL DISTRICT

OTHER MATERIALS

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
What I Could Be	SRA	1.50	P
Helpers in the Community	Continental Press	3.95	P
My Book of Workers, Book I Spirit Master Set, 82 pgs.	CGP	27.00	P
My Book of Workers, Book II Spirit Master Set, 87 pgs.	CGP	28.50	P
Workers in City & Country Spirit Masters	Continental	3.75	P
Around the Neighborhood Part I & II (Spirit Masters)	Continental	3.75	P
Teaching Pictures	Children's Music Center		
Transportation		2.95	P
My Community		2.95	P
Home & Community Helpers		2.59	P
Just Right Job Stories Listening Cassettes with Student Response Books	Coronet	97.00	P
Stanley Skunk Finds a Job			
Rocky Raccoon & the Forester			
Cody Coyote & the Dental Hygienist			
Dudley Dragon & the State Trooper			
Beauregard Beaver & the Carpenter			
Sylvia Seal & the Sales Clerk			
Marvin Mouse & the Mechanic			
Olivia Owl & the School Teacher			
Oscar Ostrich & the Airline Pilot			
Percy Parrot & the TV Reporter			
Cecil Crow & the Farmer			
Lydia Lightning Bug & the Electronics Inspector			
Let's Act as Consumers LP Record	Stallman	5.00	P
Artworlds: Friendly Faces	Bowmar	31.95	P

OTHER MATERIALS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
Career Kits For Kids	Britannica	160.00	P
Freddy the Fireman			
Rusty the Construction Worker			
Maxi the Taxi Driver			
Larry the Letter Carrier			
Nellie the Nurse			
Barney the Baker			
Artworlds: Looking At Me	Bowmar	31.95	P
Mix 'N Match Puzzles	Trend		P
Occupations		2.95	
Transportation		2.95	
Money		2.95	
Community Workers	Baker & Taylor	27.60	P
Woodboard Jigsaw Puzzles			
Farmer			
School Teacher			
Fireman			
Baker			
Doctor			
Policeman			
Milkman			
Nurse			
Grocer			
Postman			
Patrolwoman			
Waitress			
Teaching Pictures	Children's Music		
Human Relationships	Center	2.59	I
Individualized Cassette			
Learning Packages: Careers	Media	119.40	I
Smoke Eater	How It Is Delivered		
Planning A Career	Involving Mathematics		
Air Transportation	Careers in Business		
Building A Dream House	Can You Fix It		
A Trip to the Moon	What Does It Pay		
Serving People	Careers In Science		
Home Economist	Law Enforcement		
Out of the Tool Box			

OTHER MATERIALS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
Self-Development Kit #1 Awareness	SRA	121.00	K-2
Self-Development Kit #2 Responding	SRA	135.00	3-4
Self-Development Kit #3 Involvement	SRA	135.00	5-6
Spirit Masters	SRA		
Here I Am		11.40	K-2
The Me I Know		13.75	3-4
Being Me		13.75	5-6
Value Series Study Prints	BFA	36.00	PI
My School			
My Neighborhood			
My Community			
Careers Study Prints	Baker & Taylor	119.40	PI
Careers in Baseball			
Careers in a Department Store			
Careers in Computers			
Careers With a Police Department			
Careers in a Medical Center			
Careers in Hockey			
Careers in Football			
Careers With a Telephone Company			
Careers in a Bank			
Careers With a TV Station			
Careers With an Airline			
Careers in Printing			
Crossword Puzzles	Baker & Taylor	4.50	PI
Community Helpers			
Occupations			
Community Helpers Photo Prints	Baker & Taylor	2.50	PI
DUSO Kit	AGS	193.00	PI
Career Flashcards	CFI	5.00	PI
Job Puzzles	DLM	4.50	PI

OTHER MATERIALS cont.

ITEM	SOURCE	PRICE	SUGGESTED GRADE LEVEL
Career Pictures	Weekly Reader	29.95	PI
Business & Office			
Marketing & Distribution			
Communication & Media			
Construction			
Manufacturing			
Transportation			
Agribusiness			
Marine Science			
Environmental Control			
Public Services			
Health			
Hospitality & Recreation			
Personal Services			
Fine Arts & Humanities			
Consumer & Homemaking			
Career Study Prints	Sennet	4.25	PI
World of Workers (Gamebook)	CGP	2.50	PI
Community Careering (Gamebook & Instructor's Guide)	CGP	2.50	PI
Discovery Career Cards	Applied Research	4.95	PI
Bulletin Board Cutouts	Trend		PI
The Farm		2.95	
Community Helpers		2.95	
Five Senses		2.95	
News Time		2.95	
Transparency Prints	3M (Barr)	20.00	PI
Career Awareness: Differences in Workers			
Career Awareness: Families of Workers			
Career Exploration: Trends for the 70's			
Forms & Terms			
Construction Occupations			
Health Service Occupations			
Transportation Occupations			
Public Service			
Identifying Workers			
Business & Office Occupations			
Wally, Bertha and Me	Britannica	59.95	PI

OTHER MATERIALS cont.

The following materials are available from the indicated supplier on a free loan basis. Your request to borrow may be made directly to the company on your school's stationary.

ITEM	SOURCE	SUGGESTED GRADE LEVEL
Me, Myself & I	J.C. Penney	K-2
Reference - Display Materials	Dairy Council	PI
Jr. Postman Booklet	Post Office	PI

SUPPLIERS OF CAREER EDUCATION MATERIALS

Aims Instructional Media
Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

American Guidance Service,
Inc.
Publishers' Building
Circle Pines, MN 55014

Archway Home Style Cookies
2041 Claremont Avenue
Ashland, OH 44805

Ashland Times Gazette
46 East Second Street
Ashland, OH 44805

Association for Childhood
Education International
3615 Wisconsin Avenue, NW
Washington, DC 20016

Association - Sterling Films
512 Burlington Avenue
LaGrange, IL 60525

BFA Education Media
3211 Michigan Avenue
Santa Monica, CA 90404

Baker & Taylor Company
Audio Visual Services Division
P.O. Box 230
Momence, IL 60954

Barr, Don, Inc. (3M)
2666 Lexington Ave. Box 1586
Mansfield, OH 44901

Benefic Press
10300 W. Roosevelt Road
Westchester, IL 60153

Bowmar Publishing Corp.
P.O. Box 3623
622 Rodier Drive
Glendale, CA 91201

Career Futures, Inc.
2100 Locust Street
Philadelphia, PA 19103

Center for Applied Research in
Education, Inc.
521 Fifth Avenue
New York, NY 10017

Centron Educational Films
1621 West Ninth Street
Lawrence, KS 66044

Children's Music Center, Inc.
5373 West Pica Blvd.
Los Angeles, CA 90019

Chronicle Guidance Publications,
Inc.
Moravia, NY 13118

Continental Press (The)
Elizabethtown, PA 17022

Coronet Instructional Media
65 East South Water St.
Chicago, IL 60601

Counselor Films, Inc.
Career Futures, Inc.
2100 Lucust Street
Philadelphia, PA 19103

Dairy & Nutrition Council
229 Wells Avenue, NW
Canton, OH 44703

Developmental Learning Materials
7440 Natchez
Niles, IL 60648

Educators Progress Service, Inc.
Randolph, WI 53956

Empire-Detroit Steel Division
Mansfield, OH 44901

Encyclopaedia Britannica
Educational Corp.
3712 Jarvis Ave.
Skokie, IL 60076

Eyegate House
146 - 01 Archer Avenue
Jamaica, NY 11435

Farm Film Foundation
Suite 424 - Southern Building
1425 H. Street, NW
Washington, DC 20005

Field Enterprises Educational
Corp.
Merchandise Mart Plaza
Chicago, IL 60654

General Learning Corp.
P.O. Box 2188
Morristown, NJ 07960

General Motors Corp.
Fisher Body Division
Mansfield Plant
2525 West 4th Street Road
Mansfield, OH 44906

General Telephone Co. of Ohio
Film Library, Room 114
100 Executive Drive
Marion, OH 43302

Instructional Supplements, Inc.
620 East Smith Road
Medina, OH 44256

King Features
Education Division
Dept. 1174, 235 E. 45th St.
New York, NY 10017

Media Materials, Inc.
409 West Cold Spring Lane
Dept. c-4
Baltimore, MD 21210

MIT Press (The)
Massachusetts Institute
Of Technology
Cambrdge, MA 02142

McKnight Publishing Co.
Dept. EB, Box 854
Bloomington, IL 61701

My Weekly Reader
Xerox Education Center
Columbus, OH 43216

Nabisco, Inc.
P.O. Box 29
Grand Central Station
New York, NY 10017

Ohio Dept. of Education
Division of Vocational Education
Home Economics Section
Ohio Departments Building
Columbus, OH 43215

Ohio Historical Society (The)
Education Department
Columbus, OH 43211

Penney, J. C., Educational Materials
1301 Avinue of the Americas
New York, NY 10019

Salenger Educational Media
1635 Twelfth St.
Santa Monica, CA 90404

Satellite V Educational
Film Center
50 Park Avenue East
Mansfield, OH 44902

Science Research Associates, Inc.
259 East Erie St.
Chicago, IL 60611

Sennet's Bookshop
1304 Sunset Street
Middletown, OH 45042

Stallman Educational Systems, Inc.
P.O. Box Al
Roslyn Heights, NY 11577

Stanley Works (The)
Educational Dept.
New Britain, CT 06050

Trend Enterprises, (The)
St. Paul, MN 55165

Volkswagen of America
6500 North High
Columbus, OH 43214

White Associates
Box 417 186 West Main St.
Norwalk, OH 44857

XXII

ASHLAND COUNTY - WEST HOLMES JOINT VOCATIONAL SCHOOL
CAREER MOTIVATION PROGRAM

GUIDE FOR FIELD LEARNING EXPERIENCES

Field learning experiences are an extremely important part of career motivation. It certainly is much easier to use audio-visual materials in the classroom than it is to take your students on a field learning experience. As an educator, you are aware that first-hand experience is the most vivid way to learn. Movies present a two-dimensional picture of what is involved in various businesses and industries. As important as hearing and seeing are in the learning process, your students will have a much better sense of what it is all about, if you involve the other senses.

Teachers must keep in mind that Career Motivation field learning experiences are not only to see a process or product, but to see and learn about individuals at work. Teachers should structure their field learning experiences around the idea of "people at work."

The educational trip resources identified on the following pages are to be considered as suggestions. Their availability may be dependent on constraints imposed by the business or industry, cost, time, distance of the site, and appropriateness of the experience to the child's program. In all cases, sufficient prior arrangements should be made with a person of authority associated with the listed organization. If a change in company policy should occur and a visitation is no longer permitted, then please notify your resource teacher. Resource teachers will assist you with arrangements, if desired.

Advise your resource teacher of any additional potential field learning experience sites that you may have knowledge about. These will be added to our handbook and shared with other teachers.

Your own community should be explored for potential places to visit.

NAME: The Adams Bank

ADDRESS: W. Jackson Street
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-1861

FOR ARRANGEMENTS CONTACT: Mr. Girback

HOURS AND DAYS: Tuesday & Thursday by appointment

GROUP SIZE LIMITS: 10 to 20

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 1st to 8th grade

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 15 minutes

ITEMS OF INTERESTS: Economics, Banking

NAME: Addressograph-Multigraph Corp.

ADDRESS: Benton Rd.
Holmesville, Ohio 44633

PHONE NUMBER: (216) 279-2100

FOR ARRANGEMENTS CONTACT: Mr. Jack Bednarowski

HOURS AND DAYS: Monday through Friday, 9:00 to 11:00 a.m.

GROUP SIZE LIMITS: 60

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 minutes

ITEMS OF INTEREST:

NAME: Akron Beacon Journal

ADDRESS: Promotion Department
Akron, Ohio 44309

PHONE NUMBER: (216) 375-8560

FOR ARRANGEMENTS CONTACT: Write two Weeks ahead, Confirmation given by mail

HOURS AND DAYS: Monday through Sat., 10:00 a.m. to 1:30 p.m.

GROUP SIZE LIMITS: 60

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? Grade 5 and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 1 hour

ITEMS OF INTERESTS: All phases of producing a newspaper from circulation advertising departments through the newsroom and the mechanical departments.

NAME: Akron Brass Company

ADDRESS: Spruce Street Ext.
Wooster, Ohio 44691

PHONE NUMBER: (216) 264-5678

FOR ARRANGEMENTS CONTACT: Mr. Dave Mosely

HOURS AND DAYS: Monday through Friday, 9:00-11:00 a.m., 1:00-3:00 p.m.

GROUP SIZE LIMITS: 40

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? Grade 5 and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: ½ hour to 45 minutes

ITEMS OF INTEREST: Foundry, machining of metals, general factory operations.

NAME: Allprints Photo, Inc.

ADDRESS: 174 S. Main St.
Mansfield, Ohio 44903

PHONE NUMBER: (419) 525-1678

FOR ARRANGEMENTS CONTACT: Mrs. Helen Light

HOURS AND DAYS: Mon. thru Fri. 8:00 to 5:00

GROUP SIZE LIMITS: 20

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 4th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Photo finishing and printing

NAME: D.H. Bowman & Sons, Inc.

ADDRESS: PO ABox 57
Bellville, Ohio

PHONE NUMBER: 886-2711

FOR ARRANGEMENTS CONTACT: Richard Bowman or Bill Galton

HOURS AND DAYS: 8:00 to 4:00 daily

GROUP SIZE LIMITS: 40 to 50

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1-2 hrs.

ITEMS OF INTEREST: Processing raw materials for use and resale

NAME: Archway Cookies

ADDRESS: 2041 Claremont Ave.
Ashland, Ohio 44805

PHONE NUMBER: (419) 322-1650

FOR ARRANGEMENTS CONTACT: Mr. Tom Olin

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? Grade 3 and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 minutes

ITEMS OF INTERESTS: Baking of cookies, assembly line production.

NAME: Ashland College Historical Educational Center

ADDRESS: Ashland, Ohio 44805

PHONE NUMBER: (419) 323-5781

FOR ARRANGEMENTS CONTACT: Phillip B. Gault

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 45 to 90 minutes

ITEMS OF INTEREST: History of Ashland families and County

NAME: Ashland College Library

ADDRESS: Ashland, Ohio 44805

PHONE NUMBER: (419) 289-4142

FOR ARRANGEMENTS CONTACT: Librarian

HOURS AND DAYS: By Appointment only

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 1 to 1½ hour.

ITEMS OF INTERESTS:

NAME: Barnes Mfg. Co.

ADDRESS: 651 N. Main Street
Mansfield, Ohio 44902

PHONE NUMBER: 522-1511

FOR ARRANGEMENTS CONTACT: Harold W. Scherer

HOURS AND DAYS: Weekdays 8:30 to 3:00

GROUP SIZE LIMITS: 40

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1 hour

ITEMS OF INTEREST: Mfg. operations; Machinery and assembly

NAME: Briar Hill Stone Co.

ADDRESS: St. Rt. 520
Glenmont, Ohio 44628

PHONE NUMBER: (216) 276-4011

FOR ARRANGEMENTS CONTACT: Mr. Taylor

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS: By Appointemnt

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? By Appointment

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 minutes

ITEMS OF INTERESTS: Stone Cutting

NAME: Brown Derby Restaurant

ADDRESS: 3985 Park Ave. W.
Mansfield, Ohio 44903

PHONE NUMBER: (419) 529-2959

FOR ARRANGEMENTS CONTACT: Herman Spruit

HOURS AND DAYS: Daytime - Weekdays

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 minutes

ITEMS OF INTEREST: Food preparation in modern steakhouse

NAME: Buff's Lawn & Garden

ADDRESS: 2007 Claremont Ave.
Ashland, Ohio 44805

PHONE NUMBER: (419) 289-3888

FOR ARRANGEMENTS CONTACT: C.E. or Phil Buffenmyer

HOURS AND DAYS: Anytime - Notify in Advance

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR:

ITEMS OF INTERESTS: Handling and sale of Nursery Stock

NAME: Burgess Motor Sales

ADDRESS: 336 W. Main St.
Loudonville, Ohio 44842

PHONE NUMBER: (419) 994-4185

FOR ARRANGEMENTS CONTACT: Gene Burgess

HOURS AND DAYS: 8:00 to 5:00 Monday thru Friday

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Not necessary

LENGTH OF TOUR: one-half hour

ITEMS OF INTEREST: Service, repair and painting of autos. Parts storage and control.

NAME: Dr. L. Eugene Byers

ADDRESS: Byland Animal Hospital
Loudonville, Ohio 44842

PHONE NUMBER: (419) 994-3711

FOR ARRANGEMENTS CONTACT: Secretary at office

HOURS AND DAYS: Monday-Friday 8-5 p.m., Sat. 8-3 p.m., except during surgery

GROUP SIZE LIMITS: under 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: ½ hour or depending on questions

ITEMS OF INTERESTS: Large and small animal hospital in operation

NAME: Cardinal Systems, Inc.

ADDRESS: 361 West Longview Ave.
Mansfield, Ohio 44905

PHONE NUMBER: (419) 522-4782

FOR ARRANGEMENTS CONTACT: Mark Self

HOURS AND DAYS: 10 A.M. - 2 P.M. Tues. - Thurs.

GROUP SIZE LIMITS: Maximum of 25

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 5th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Chaperones - minimum of one per six students

LENGTH OF TOUR: 45 min. to 1 hour

ITEMS OF INTEREST: Volume food production - salads, sandwiches, deserts
Vending machine operations (indide)

NAME: Clear Picture, Inc.

ADDRESS: Box 897 1924 Cleveland Rd.
Wooster, Ohio 44691

PHONE NUMBER: (216) 262-9281

FOR ARRANGEMENTS CONTACT: Mr. Earl W. Shoup, Gen. Mgr.

HOURS AND DAYS: 8:00 a.m. to 5:00 p.m.

GROUP SIZE LIMITS: 20 or less

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? (May be of more interest to older groups)

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 90 min.

ITEMS OF INTERESTS: Office Procedures, Signal Processing for cable TV, Technical Problems, Local television studio

NAME: College of Wooster Library

ADDRESS: Wooster, Ohio 44691

PHONE NUMBER: (216) 264-1234

FOR ARRANGEMENTS CONTACT: Librarian

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS: By Appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? By Appointment

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: By Appointment

ITEMS OF INTEREST:

NAME: Columbia Gas Trans. Corp.

ADDRESS: R.D. #2 Box 30
Perrysville, Ohio 44864

PHONE NUMBER: (419) 892-2863

FOR ARRANGEMENTS CONTACT: H.R. Raudevaugh, Supervisory Engineer

HOURS AND DAYS: 7:30 a.m. to 4:30 p.m. 7 days a week

GROUP SIZE LIMITS: Any amount

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS:

NAME: Common Pleas Court

ADDRESS: Court House
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-1876

FOR ARRANGEMENTS CONTACT: Clerk's office

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS: By Appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTEREST: Elementary students for viewing court room and Law Library and Clerk's office

NAME: Culler-Swank & Co.

ADDRESS: 227 N. Market St.
Loudonville, Ohio 44842

PHONE NUMBER: (419) 994-4118

FOR ARRANGEMENTS CONTACT: Gene Lifer

HOURS AND DAYS: 7:30 to 4:30

GROUP SIZE LIMITS: 25

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? If they would like

LENGTH OF TOUR: 15 min.

ITEMS OF INTERESTS: Lumber and Mill operation, House Construction

NAME: Dunkin' Donuts

ADDRESS: 1245 Park Ave. W.
Mansfield, Ohio 44902

PHONE NUMBER: 529-4547

FOR ARRANGEMENTS CONTACT: The Manager

HOURS AND DAYS: 3:00-5:30 p.m.

GROUP SIZE LIMITS: 15 or less

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 20 to 30 min.

ITEMS OF INTEREST: How donuts are made and the equipments

NAME: Environmental Science Services

ADDRESS: Admin. Lahm Airport
Airport Rd.
Mansfield, Ohio 44902
PHONE NUMBER: 526-4447

FOR ARRANGEMENTS CONTACT: Charles Miller

HOURS AND DAYS: 10-11a.m., 1-4p.m.

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 4th and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Government Weather Station

NAME: The Farmers Bank And Trust Co.

ADDRESS: Ashland, Ohio 44805

PHONE NUMBER: (419) 322-1685

FOR ARRANGEMENTS CONTACT: Tom Schmid

HOURS AND DAYS: Tues and Thurs. 9-3, Wed. 9-12

GROUP SIZE LIMITS: 20

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? They may

LENGTH OF TOUR: 30 min.

ITEMS OF INTEREST: Vault - Bookkeeping

NAME: Fazio's

ADDRESS: 2216 Richland Mall
Mansfield, Ohio 44906

PHONE NUMBER: 529-2043

FOR ARRANGEMENTS CONTACT: Pete Armstrong

HOURS AND DAYS: 9-5 Weekdays

GROUP SIZE LIMITS: 20

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 30-45 min.

ITEMS OF INTERESTS: Packaging, processing, produce meat, Baking bread, rolls

---

NAME: General Telephone Co.

ADDRESS: 118 West Main St. Box #9
Ashland, Ohio 44805

PHONE NUMBER: (419) 325-1515

FOR ARRANGEMENTS CONTACT: Mr. Paul Ruhlman

HOURS AND DAYS: 8 to 5 Mon. thru Fri.

GROUP SIZE LIMITS: 20 to 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1-½ to 2 hours

ITEMS OF INTEREST:
Business Office Operation
Operation of Equipment
Toll Operators Room
Operation of D.A.R.T. Section, - Where information is give
to outside personnel to install and repair phones
Engineering Department - where printings of our drawings
for construction are done

NAME: General Motors Corp., Fisher Body Division, Mansfield Plant

ADDRESS: 2525 W. 4th St. Rd.
Mansfield, Ohio 44906

PHONE NUMBER: (419) 529-3111

FOR ARRANGEMENTS CONTACT: Mr. Vern Henderson by letter

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: 50

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 4th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 2 hrs. (includes 30 min. film)

ITEMS OF INTERESTS: Factory operation, automotive stamping plant

NAME:

ADDRESS:

PHONE NUMBER:

FOR ARRANGEMENTS CONTACT:

HOURS AND DAYS:

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR:

ITEMS OF INTEREST:

NAME: Gerald's Studio & Camera Shop, Inc.

ADDRESS: 136 E. Main St.
Ashland, Ohio 44805

PHONE NUMBER: (419) 323-0551

FOR ARRANGEMENTS CONTACT: Charles Finlay

HOURS AND DAYS: 9-5:30 Mon., Tues, Thurs., Sat., 9-12 Wed., 9-8:30 Fri.

GROUP SIZE LIMITS: 20 to 25

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Portrait Studio, Color Processing machine, Dark rooms, Picture Framing

NAME: Guggisberg Cheese - Doughty Valley

ADDRESS: State Rt. 557 Rt. 4
Millersburg, Ohio 44654

PHONE NUMBER: (216) 893-1557

FOR ARRANGEMENTS CONTACT: Mr. or Mrs. Alfred Guggisberg

HOURS AND DAYS: By Appointment, 10:00 and 12:00 a.m.

GROUP SIZE LIMITS: 15

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 10 min.

ITEMS OF INTEREST: Cheese Making

NAME: Holmes Cheese Co., Inc.

ADDRESS: Rt. 39
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-6451

FOR ARRANGEMENTS CONTACT: Mr. Robert Rameeyer

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS: By Appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Dairy products, cheese making

NAME: Holmes County Historical Society

ADDRESS: Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-2332

FOR ARRANGEMENTS CONTACT: Mrs. Rollin McClelland

HOURS AND DAYS: Mon. through Fri., 10:00 a.m. - 5:00 p.m.

GROUP SIZE LIMITS: None

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 20 min.

ITEMS OF INTEREST: Social Studies

NAME: Holmes County Sheriff's Dept.

ADDRESS: 1 South Clay St.
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-1936 , 674-6931

FOR ARRANGEMENTS CONTACT: Darryl Weiss

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS: 20

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 20 min.

ITEMS OF INTERESTS: Law Enforcement

NAME: Holmes Co. Treasurer's Office

ADDRESS: Court House
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-5871

FOR ARRANGEMENTS CONTACT: Mr. Don Miller

HOURS AND DAYS: Weekdays, 8:30-11:30 a.m., 12:30-4:30 p.m.

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 4th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 10 min.

ITEMS OF INTEREST:

NAME: International Paper Co.

ADDRESS: 689 Palmer St.
Wooster, Ohio 44691

PHONE NUMBER: (216) 264-1322

FOR ARRANGEMENTS CONTACT: Richard Ball

HOURS AND DAYS: flexible

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Welcome

LENGTH OF TOUR: ½ hr. to 45 min.

ITEMS OF INTERESTS: Rollpit where over 3000 ton of 5000# rolls of paper are maintained. Conversion of paper into corrugayed sheets. Sheets are cut and printed according to box specs. Boxes are folded and stitched, taped or glued together. Scrap is collected and baled. Finished product loaded on truck or rail c

NAME: Kingwood Center

ADDRESS: 900 Park Ave. W.
Mansfield, Ohio 44901

PHONE NUMBER: 522-0211

FOR ARRANGEMENTS CONTACT: Ms. Carol Brothers

HOURS AND DAYS: By Appointment

GROUP SIZE LIMITS: None

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1½ hrs. is required to see the grounds, Kingwood Hall and Greenhouse

ITEMS OF INTEREST: See how a greenhouse is run

NAME: Jones Potato Chip Company

ADDRESS: 339 Bowman Street
Mansfield, Ohio 44902

PHONE NUMBER: (419) 522-1224

FOR ARRANGEMENTS CONTACT: Steve Jones

HOURS AND DAYS:

GROUP SIZE LIMITS: 10

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1/2 to 3/4 hour

ITEMS OF INTERESTS: Tours can be arranged from September 1 until January 31.

NAME:

ADDRESS:

PHONE NUMBER:

FOR ARRANGEMENTS CONTACT:

HOURS AND DAYS:

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR:

ITEMS OF INTEREST:

NAME: Lazarus

ADDRESS: Richland Mall
Mansfield, Ohio 44901

PHONE NUMBER: (419) 529-2200

FOR ARRANGEMENTS CONTACT: Lyn McArdle, Ext. 206

HOURS AND DAYS: Mon. thru Fri. 9:00 to 6:00

GROUP SIZE LIMITS: 15 to 25

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30-45 min.

ITEMS OF INTERESTS: Sales Floor, Behind the scenes activity

NAME: The Mansfield Art Center

ADDRESS: 700 Marion Ave.
Mansfield, Ohio 44902

PHONE NUMBER: (419) 756-1700

FOR ARRANGEMENTS CONTACT: H. Daniel Butts III, Director

HOURS AND DAYS: 12:00 to 5:00 Tues. thru Sunday, Monday and morning tours may be arranged

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 40 min. to 1 hr.

ITEMS OF INTEREST: To make people aware that creative people live and work in their area - that art is being produced here & now - not necessarily in other countries and other times - Also to appreciate and hopefully to understand the wide variety of things which are Art and to develope a reasonable approach to looking at it - and to have fun doing it!

NAME: Mansfield General Hospital

ADDRESS: 335 Glessner Ave.
Mansfield, Ohio 44903

PHONE NUMBER: (419) 522-3411 Ext 575

FOR ARRANGEMENTS CONTACT: Jim Johnson, Public Relations Dir., Ext. 575

HOURS AND DAYS: 8-4:30 p.m. Mon. thru Fri.

GROUP SIZE LIMITS: 10 per group

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? Children under 12 are not permitted above first floor, under 16 n to visit Pediatrics Division

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 45 min. to 1 hr.

ITEMS OF INTERESTS: Admitting office, Emergency rooms, Medical Records Dept., Hospital Pharmacy, X-Ray Dept., Laboratory, Bllod Bank, Physical Therapy Dept., Occupational Therapy Dept.

NAME: Millersburg Police Dept.

ADDRESS: Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-5931

FOR ARRANGEMENTS CONTACT: Any police officer

HOURS AND DAYS: By Appointment, 9:00 a.m. and 3:00 p.m.

GROUP SIZE LIMITS: By Appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 6 to 16 yrs.

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1 hour

ITEMS OF INTEREST: Law enforcement facility

NAME: Mobil Chemical Co.

ADDRESS: R.D. 1
Orrville, Ohio 44667

PHONE NUMBER: (216) 682-3010

FOR ARRANGEMENTS CONTACT: Mr. Ryon or Mr. Steege

HOURS AND DAYS: Anyday, by appointment

GROUP SIZE LIMITS: 40

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? School age - Safety conscious

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 45 min. to 1 hr.

ITEMS OF INTERESTS:

NAME: Mohican Sand & Gravel

ADDRESS: Box 28
Perrysville, Ohio 44864

PHONE NUMBER: (419) 938-5604

FOR ARRANGEMENTS CONTACT: Tom Downs

HOURS AND DAYS: Mon. thru Fri. 7:30-4:30

GROUP SIZE LIMITS: any number

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Welcome

LENGTH OF TOUR: 30-60 min.

ITEMS OF INTEREST: Gravel taken from bank to main plant - Crushing, washing & sizing gravel - Heavy Media Plant - chemical solution that separates light stone Portable Plant - making dry material frc bank Heavy Equipment

NAME:	Mohican State Park	Ranger Station
ADDRESS:	State Route 3 Loudonville, Ohio 44842	State Route 97 Loudonville, Ohio 44842
PHONE NUMBER:	(419) 994-4290	(419) 994-3930

FOR ARRANGEMENTS CONTACT: Forestry - Richard Cappel 938-7505
Recreation - Joe Dobbins 994-4290

HOURS AND DAYS: Daily

GROUP SIZE LIMITS: None

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: open

ITEMS OF INTERESTS: Conservation, Forestry and Camping
Picnic areas available for lunch

NAME:

ADDRESS:

PHONE NUMBER:

FOR ARRANGEMENTS CONTACT:

HOURS AND DAYS:

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR:

ITEMS OF INTEREST:

NAME: The Monitor Bank

ADDRESS: P.O. Box 96
Big Prairie, Ohio 44611

PHONE NUMBER: (216) 496-2981

FOR ARRANGEMENTS CONTACT: Mr. Robert L. Booke

HOURS AND DAYS: Weekday except Wed. 9:00 and 11:00 a.m., 1:00 and 3:00 p.m.

GROUP SIZE LIMITS: By appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? By appointment

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 20 min.

ITEMS OF INTERESTS: Economics, banking system

NAME: Montgomery Ward Co.

ADDRESS: 1200 Park Ave. W.
Mansfield, Ohio 44902

PHONE NUMBER: (419) 529-2111

FOR ARRANGEMENTS CONTACT: Mrs. Eva Welch

HOURS AND DAYS: Weekdays, 9 to 5

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR:

ITEMS OF INTEREST: Observation of various jobs necessary to operation of ret
dept. store

NAME: Morton Salt Co.

ADDRESS: Rittman, Ohio 44270

PHONE NUMBER: (216) 925-3011

FOR ARRANGEMENTS CONTACT: Write to plant at above address

HOURS AND DAYS: Tues. thru Fri., 10:00 a.m. or 1:00 p.m.

GROUP SIZE LIMITS: 50

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 5th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes, one per 10 students

LENGTH OF TOUR: 1½ hr.

ITEMS OF INTERESTS:

NAME: The News Journal

ADDRESS: 70 West Fourth St.
Mansfield, Ohio

PHONE NUMBER: (419) 522-3311

FOR ARRANGEMENTS CONTACT: Carol Taylor

HOURS AND DAYS: Mon. thru Fri. 8:00 to 5:00

GROUP SIZE LIMITS: 25

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1hr. Tours begin at 1:00, Mon. thru Fri.

ITEMS OF INTEREST: Press, New computerized equipment

NAME: OSU - Mansfield

ADDRESS: Mansfield, Ohio

PHONE NUMBER: (419) 747-6561

FOR ARRANGEMENTS CONTACT: Chip Hixson

HOURS AND DAYS: Admissions Officer 8-5 daily

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Physical Plant - Natural Science Laboratories

NAME: Ohio Brass Co.

ADDRESS: 380 N. Main St.
Mansfield, Ohio 44902

PHONE NUMBER: (419) 522-7111 ext. 384

FOR ARRANGEMENTS CONTACT: Ralph Doerrer

HOURS AND DAYS: Weekdays 8-12 and 1-4

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1 hr.

ITEMS OF INTEREST: Brass and Malleable iron processed from raw material to finished product.

NAME: The Pioneer Storage Co.

ADDRESS: 575 N. Trimble Rd. at Mansfield Expressway
Mansfield, Ohio 44901

PHONE NUMBER: (419) 529-3011

FOR ARRANGEMENTS CONTACT: C. E. Wormell, Vice Pres. Sales & Mktg.

HOURS AND DAYS: 8:00 a.m. to 5:00p.m.

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1¼ hr.

ITEMS OF INTERESTS: Advance reservations for tour is necessary to tour Offices, docks, huge vansand tractors We normally let the children cli up into the sleeper cabs and blow the horns, also we will arrange for Mansfield News Journal to be on hand to take a grou picture. We would like the children to draw or write of thei days experience after they are back in class.

NAME: Pride Printing Co.

ADDRESS: 54 S. Mechanic St. (rear)
Hayesville, Ohio 44838

PHONE NUMBER: (419) 368-5731

FOR ARRANGEMENTS CONTACT: above

HOURS AND DAYS: Mon. thru Fri. 9-4

GROUP SIZE LIMITS: None

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30-60 min.

ITEMS OF INTEREST: Setting type- lay-out of printing - plate making - press operation - composition & etc.

NAME: Richland Aviation Inc.

ADDRESS: Box 306
Mansfield, Ohio 44901

PHONE NUMBER: (419) 524-4261

FOR ARRANGEMENTS CONTACT: Rita Dummit or Will Barber

HOURS AND DAYS: Weekdays 8a.m. to 5p.m.

GROUP SIZE LIMITS: 20

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: We are approved by the state and federal government to train pilots thru Airline Transport Pilot. Tour of our facilities and a brief discussion of training program. A tour of F.A.A. Control Tower, and U.S. Weather service office.

NAME: Richland Mall

ADDRESS: 2209 Richland Mall
Mansfield, Ohio 44906

PHONE NUMBER: (419) 529-4003

FOR ARRANGEMENTS CONTACT: Mrs. Ernsberger, Mall office

HOURS AND DAYS: Mon. thru Sat. 10-9:30, Sun. 12:30-5:30

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: Your option

ITEMS OF INTEREST:

NAME: Ed Roberts Cadillac, Inc.

ADDRESS:
270 Lexington Ave.
Mansfield, Ohio 44907

PHONE NUMBER: (419) 756-5834

FOR ARRANGEMENTS CONTACT: Al Bectel, Sales Mgr.

HOURS AND DAYS: 9-11:30 a.m. & 1-4 p.m.

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? No

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS:
Body shop - painting, metal work
Mechanical - all kinds
Sales - new & used

NAME: Royal Ridge Poultry Farms

ADDRESS:
Rt. 5
Millersburg, Ohio 44654 (Co. Rt. 206, ½ mile east of Benton)

PHONE NUMBER: (216) 674-2826

FOR ARRANGEMENTS CONTACT: Mr. Warren McCullech

HOURS AND DAYS: Mon. thru Thurs. 8:30 and 10:30 a.m., 12:30 and 2:30 p.m.

GROUP SIZE LIMITS: 40

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 2nd grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 20 min.

ITEMS OF INTEREST: Farming operation

NAME: Scenic Ridge Fruit Farm

ADDRESS: Route #1
Jeromesville, Ohio

PHONE NUMBER: (419) 368-5748

FOR ARRANGEMENTS CONTACT: Carl Fritzche

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: None

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Fruit farming, cider making

NAME: Semac Industries Pall All Division

ADDRESS: Rt. 2 (County Rd. 407)
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-6080

FOR ARRANGEMENTS CONTACT: Mr. George Carpenter or Lee Wagers

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 5th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 1 hr.

ITEMS OF INTEREST:

NAME: Shelter-Rite

ADDRESS: Route 1
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-2015

FOR ARRANGEMENTS CONTACT: Betty Patterson

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: By appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? By appointment

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: By appointment

ITEMS OF INTERESTS:

NAME: Smith Dairy Products Co.

ADDRESS: 230 North Vine St.
Orrville, Ohio 44667

PHONE NUMBER: (216) 682-1075

FOR ARRANGEMENTS CONTACT: Sue Lemmon

HOURS AND DAYS: Mon., Tues., Thurs., and Fri. at 10:30 a.m. only

GROUP SIZE LIMITS: We divide the large group (of no more than 50) into three groups of 15 or 16.

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? If the group is below 3rd grade level, we require 1 adult for 6

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 20-30 min. per group

ITEMS OF INTEREST:

NAME: Spring Meadow Veterinary Clinic

ADDRESS: Rt. 2 Box 72 A
Ashland, Ohio 44805

PHONE NUMBER: (419) 289-2466

FOR ARRANGEMENTS CONTACT: Dr. Smith, Dr. McInturf, Dr. Hoblet, or Dr. Mast

HOURS AND DAYS: Mon. thru Sat. 8-6

GROUP SIZE LIMITS: 6-10

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? It would be good

LENGTH OF TOUR: 20-30 min.

ITEMS OF INTERESTS: How animals are handled, Surgery on small animals, Radiograp and development, Hospitalized patents, Large animal surger Practice vechicle for farm use.

NAME State Highway Patrol

ADDRESS: Rt. 2 Box 1a,
Ashland, Ohio 44805

PHONE NUMBER: (419) 323-1577

FOR ARRANGEMENTS CONTACT: Lt. C.C. McCue Ashland Post Commander

HOURS AND DAYS: Office open 24 hrs. per day 7 days per week. Daytime visit would be more appropriate.

GROUP SIZE LIMITS: 10-15

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 4th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Optional

LENGTH OF TOUR: 20-30 min.

ITEMS OF INTEREST: Everyday working operation of traffic enforcement organizatic display of some of the equipment used, compliment of personel anc overall observation of the facility.

NAME: Stark Wilderness Center

ADDRESS: P. O. Box 38
Wilmot, Ohio 44689

PHONE NUMBER: (216) 359-5235 or 359-5117

FOR ARRANGEMENTS CONTACT: Naturalist on duty

HOURS AND DAYS: 9:00 - 5:00 Tuesday through Saturday
Closed Monday

GROUP SIZE LIMITS: None

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: open

ITEMS OF INTERESTS: Conservation and wilderness trails

NAME:

ADDRESS:

PHONE NUMBER:

FOR ARRANGEMENTS CONTACT:

HOURS AND DAYS:

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR:

ITEMS OF INTEREST:

NAME: TMD Division, The Will-Burt Co.

ADDRESS: P.O. Box 126 - 249 W. Henry St.
Wooster, Ohio 44691

PHONE NUMBER: (216) 262-7010

FOR ARRANGEMENTS CONTACT: Harold Braucher, Plant Manager

HOURS AND DAYS: 7 -3:30 - Mon. thru Fri.

GROUP SIZE LIMITS: 10 to 15

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No preschool children

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1 hr.

ITEMS OF INTERESTS: Machining Techniques, Pheumatic operated Telescoping Mast

NAME: 179 Tactical Fighter Group Ohio Air National Guard

ADDRESS: Mansfield Lahm Airport
Mansfield, Ohio 44901

PHONE NUMBER: (419) 524-4621

FOR ARRANGEMENTS CONTACT: Major Everett E. Morris

HOURS AND DAYS: Tues. thru Thurs., 8:30-5:30

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No, just well supervised

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1 hr.

ITEMS OF INTEREST: Tour of Air National Guard facilities to include Jet Fighter Aircraft.

NAME: Cleo Redd Fisher Museum

ADDRESS: 203 E. Main St.
Loudonville, Ohio 44842

PHONE NUMBER: (419) 994-4050

FOR ARRANGEMENTS CONTACT: Mrs. A.C. Grant (curator) 994-4303 816 E. Main Lou

HOURS AND DAYS: Sat. & Sun. 2-5 in summer & fall, By appointment all year

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR: 45 min.

ITEMS OF INTERESTS: Indian exhibit, Pioneer room, old tools, model T ford, and player piano organ used in the days of silent movies.

Note: The Board of Directors decided that the students of Loud., Perrysville schoo should be given free admission on school tours, all other school students 10¢ when accompanied by adults or teachers.

NAME: Jerry Uhl (farming)

ADDRESS: Route 1
Millersburg, Ohio 44654

PHONE NUMBER: (216) 674-5254

FOR ARRANGEMENTS CONTACT: Jerry Uhl

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: By appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: By appointment

ITEMS OF INTEREST: farming operation

NAME: United States Postal Service

ADDRESS: 200 N. Diamond St.
Mansfield, Ohio 44902

PHONE NUMBER: (419) 524-0491

FOR ARRANGEMENTS CONTACT: Mr. Otto Abbott

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: By appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? By appointment

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUT? Yes

LENGTH OF TOUR: 45 min.

ITEMS OF INTERESTS: Postal Service

NAME: United Telephone Co. of Ohio

ADDRESS: 224 E. Liberty St.
Wooster, Ohio 44691

PHONE NUMBER: (216) 264-6120

FOR ARRANGEMENTS CONTACT: Gary Miller

HOURS AND DAYS: Wednesday, 9 to 10 a.m., or 2 p.m.

GROUP SIZE LIMITS: 15 to each tourgroup

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30-60 min.

ITEMS OF INTEREST: Central office equipment, telephone operators, test and ass
ment dept., trouble department, and Business office.

NAME: Wooster Beauty School

ADDRESS: 350 E. Liberty St.
Wooster, Ohio 44691

PHONE NUMBER: (216) 264-8958

FOR ARRANGEMENTS CONTACT: Marge Yoder, Director

HOURS AND DAYS: Mon. thru Fri. 9:00 to 4:30

GROUP SIZE LIMITS: 25 to 50 Taking small little groups at a time. Our back areas are small.

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUT? Yes

LENGTH OF TOUR: 5 min. unless there are questions.

ITEMS OF INTERESTS: Hair care, manicures, care of supplies, work with patrons

NAME:

ADDRESS:

PHONE NUMBER:

FOR ARRANGEMENTS CONTACT:

HOURS AND DAYS:

GROUP SIZE LIMITS:

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS?

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP?

LENGTH OF TOUR:

ITEMS OF INTEREST:

NAME: WNCO

ADDRESS: Mansfield Rd. Rt. 42
Ashland, Ohio 44805

PHONE NUMBER: (419) 289-2605

FOR ARRANGEMENTS CONTACT: Mr. Walt Roberts

HOURS AND DAYS: By appointment

GROUP SIZE LIMITS: By appointment

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? No

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 30 min.

ITEMS OF INTERESTS: Operation of AM - FM Radio Station, Live broadcasting

NAME: Wade & Gatton Nurseries

ADDRESS: Rt. 3 (State Rt. 97)
Bellville, Ohio

PHONE NUMBER: 883-3191

FOR ARRANGEMENTS CONTACT: Van R. Wade

HOURS AND DAYS: Weekdays 8-5

GROUP SIZE LIMITS: 30

ARE THERE ANY AGE OR GRADE LEVEL LIMITATIONS? 4th grade and up

ARE PARENTS ENCOURAGED TO ACCOMPANY GROUP? Yes

LENGTH OF TOUR: 1 hr.

ITEMS OF INTEREST: General nursery work

PEOPLE WHO HELP OTHERS

NAME	OCCUPATION	PHONE
Mrs. Dayle (Harold) Alexander	Insurance Agent, Millersburg, Ohio	216-674-5966
Gladys Anderson	Librarian, Ashland College	419-289-4142
Ralph Arnholt	President, Farmers Bank, Loudonville	419-994-4803
Gene Bowman	Finance, Hardware	419-289-3313
Shirley Camp	Secretary, WNCO Radio Station, Ashland	419-289-2605
Jud Clements	Pharmacy	419-325-1467
Mrs. Thomas Coss	Bank Teller, 911 Masters, Ashland	419-325-2831
Gary Courtright	Mental Retardation	419-962-4434
Robert Crego	Supt., Water Dept. City of Ashland	419-322-7041
Daryl David	Ashland High School Greenhouse	419-289-1193
Mildred Denbow	Funeral Director	419-324-1566
Cathy Donsees	Radio Broadcasting	419-289-2314
R. O. Dumm	Customer Service Mgr. General Telephone Co. of Ashland	419-322-1807
Jerry Dunlap	Outdoor Education	419-289-3324
Captain Don Eby	Jet Pilot, Mansfield Air Guard	419-524-5720
David Edwards	Restaurant	419-322-5022
Marjorie Feth	Nursing	419-289-1623
John Fisk	Nature Films, Cave Exploration	419-289-0778

NAME	OCCUPATION	PHONE
Holms Florist	Horticulture	419-289-3585
Dr. Lucille Ford	Economist	419-289-5132
Mrs. Harold (Lois) Fowler	Registered Nurse Big Prairie	216-378-2523
Rev. Paul W. Frees	Minister, 822 Hoover, Ashland	419-322-6841
Mrs. Mary French	Baker, Archway Home Style Cookies	419-289-0787
Mr. & Mrs. Mike Fritchie	Operators, Scenic Ridge Fruit Farm	419-368-5748
Clarence Gingery	Ecologist	419-289-2811
Mrs. Anthony Grant	Historical Society Log Cabin & Museum	419-994-4050
Gertrude Green	Red Cross	419-289-3535
Forest Heichel	Lock Smith, Loudonville	419-994-3095
Alan Hildebrand	Lab Technician	419-289-1801
Larry Hiner	Professor of Radio & TV, Ashland College	419-289-4142
Orren Hines	Broom Maker, Retired	419-869-7314
Mellissa Kahn	Nutritionist	419-289-1308
William Kelley	Hospital Administrator	419-289-1280
James Kloss	Commercial Photography Loudonville	419-994-4297
Walter Krause	Ashland Bank & Savings	419-324-4561
Jean Kyle	Continuity News Writer, WNCO Radio Station	419-289-2605
Tom Lang	Former Veterinarian Big Prairie	216-378-2528
Mrs. Karen (Tom) Lang	Registered Nurse	216-378-2528
Postmaster Luce	Postmaster, Loudonville	419-994-4631

NAME	OCCUPATION	PHONE
Dr. Harold Martin	Medical	419-289-3913
Paul McConnell	Ashland Bank & Savings	419-322-1685
Mike McKinley	Attorney, Ashland	419-289-2345
Barbara Miller	Secretary, Ashland Co.-W. Holmes Joint Vocational School	419-289-3313
David Miller	Audio Visual Technician Ashland College	419-289-4142
Mr. Pappas	Professor of Radio & TV, Ashland College	419-289-4142
Edward Perkins	Psychological Services	419-289-0735
Dewey Peters	Meterologist	419-322-3765
Mrs. David Powers	Beautician, 1157 Winthrop Lane, Ashland	419-325-2539
Don Price	Supt. of Mails Ashland City	419-325-1722
Mr. Reinke	Traffic Air Control & Pilot, 917 Valley Drive Ashland	419-323-0501
Dr. Randell Rhoades	Botonist	419-289-3969
Eric Riley	Drug Abuse	419-323-7554
Dr. Don Rinehart	Minister, Moutain Climber	419-289-0033
Paul Ruhlman	Supt., Plant Dept. General Telephone Co.	419-324-1551
R. Ruhlman	Service Dept. Manager General Telephone Co.	419-324-1551
Mr. Saunier	Fire Chief, Loudonville	419-994-3292
Mr. David Schmidt	Carpenter, Rt. 5, Box 317A Ashland	419-289-1824
Mrs. Warren Segdken	Professor of Radio & TV, Ashland College	419-289-4142

NAME	OCCUPATION	PHONE
Dr. Ella Shannon	Professor of Physical Education, Ashland College	419-289-4142
Anthony Slazas	Library Book Binder, Retired	419-962-4910
Betty Smith	Guide, Archway Cookie Factory	419-289-0787
Dr. David Steury	Dentist	419-289-0330
James Stevenson	Horticulture, Loudonville	419-994-4254
Emory Trainham	Business & Economic Training	419-323-8635
Sue Vanderbach	Traffic Control, WNCO Radio Station	419-289-2605
Dr. Thomas Vanosdall	Professor of Chemistry Ashland College	419-289-4142
John Wang M.D.	Radiologist	419-289-2696
Harry Weiss	Retired Sherriff, Millersburg	216-674-1686
Jim Weiss	Pharmacy	419-323-0401
Harvey Young	Banking, First National Bank of Ashland	419-324-4595
Esther Zaffiro	Early Childhood Consultant	419-289-0921
Dr. William Zaffiro	Psychologist	419-289-0921

PEOPLE WHO HELP OTHERS WITH HOBBIES & PROFESSIONS

NAME	HOBBIES	PHONE
Gretchen Aten	Crafts	419-289-0023
Marion Blue	Antiques	419-324-8351
Dr. Marjorie Dew	Whale Hunting	419-289-4069
George Donges	Water Safety & Sports	419-289-5103
Don Dravenstott	Hunting, Boating, Water Skiing	419-345-6691
Jerry Dunlap	Outdoor Education	419-289-3324
Denny Hiner	Scuba Diving	419-289-3500
Dick Leidy	Antiques	419-289-0010
Elmer Namy	Clockmaking	419-289-3283
Jim Schussler	Antique Cars	419-289-2579
Rev. Gailord Tall	Woodworking, Fishing	419-289-6721
Robert Thoenburg	Historical Society	419-289-3649

PEOPLE WHO CREATE

Charles Finlay	Photography	419-324-2551
Delbert Flora	Archeologist	419-289-3756
Albert Goad	Sculpturing	419-289-0986
Larry Hiner	Radio & TV	419-289-0004
Murray Hudson	Theater	419-289-2391
Dr. Robert McGovern	Poet	419-289-0499
Alan Meyer	Ceramicist	419-325-1806
Leon Schenker	Painter	419-289-1797
Harold Weller	Orchestra Conductor	419-289-3891
Curtis Wildon	Jazz Band Director	419-289-2951